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ABSTRACT

Three hundred and ninety-seven objectives and related evaluation items for reading in grades kindergarten through three are presented for the teacher and administrator in this collection developed by the Instructional Objectives Exchange (IOX). The objectives are organized into the categories of word recognition, comprehension, and study skills, with each category being further divided into subcategories. Four elements: (1) the objective, (2) measurement items, (3) means of judging the adequacy of student responses, and (4) an IOX rating are included for each objective. In addition each of the objectives is accompanied by a sample measurement item which is designed to test the student's acquisition of the desired behavior. In most cases, specific answers to the sample items have been provided. When a single correct answer is impossible to supply, criteria for judging the adequacy of the student responses are included. (Author/NH)

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INSTRUCTIONAL OBJECTIVES EXCHANGE

Center for the Study of Evaluation

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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READING, K-3

RE002 373

Marvin C. Alkin
Director

UCLA Graduate School of Education

The CENTER FOR THE STUDY OF EVALUATION (CSE) is one of nine centers for educational research and development, sponsored by the United States Department of Health, Education, and Welfare, Office of Education. Established at UCLA in June, 1966, CSE is devoted exclusively to finding new theories and methods of analyzing educational systems and programs and gauging their effects.

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ED035530

INSTRUCTIONAL OBJECTIVES EXCHANGE

a project of

THE CENTER FOR THE STUDY OF EVALUATION

READING K-3

GUIDING COMMITTEE

Marvin C. Alkin
Eva L. Baker
Madeline Hunter
Ronald G. McIntire
W. James Popham
Rodney W. Skager

INTRODUCTION

Objective Collections distributed by the Instructional Objectives Exchange (IOX) contain objectives and measurement items developed under the auspices of IOX. These objectives were based either upon curricular material submitted to the Exchange by teachers, schools, and school districts, or they were generated by the IOX staff.

Purpose

The staff of the Exchange believes that it will be easier for the busy teacher or administrator to select from among objectives, and to generate only a very few, than it would be for him to formulate an entire set of behavioral objectives and measurement items.

There is no attempt to dictate curriculum through this service. Rather, the goal of the Exchange is to expedite the user's selection of his own objectives.

The user may select from among these objectives those which are consistent with his own curricular goals, since, in many cases, there will be more objectives contained within each Collection than an individual teacher or district will wish to use in a particular instructional situation. In addition, he may generate objectives to fill gaps which he perceives to exist within the set of objectives as they have been developed.

Contents

Different Objective Collections will vary as to the number of measures which have been developed to assess the attainment of an objective. In some cases, there is a pool of items (usually six). In others, there is only one sample item per objective. In a very few cases, there are no items at all. Though it is the Exchange's intention to supply a pool of items with which to assess each objective, this goal has not yet been accomplished. As additional items are developed, however, their availability will be made known through the publication of IOX Catalogs.

Differences may be noted in the construction of "correct responses" to specific items developed to assess an objective. In some cases, the Exchange has provided "answers." These serve in instances where a single, correct answer is possible. For example, in mathematics items there often exists only one answer that can be considered correct.

In other cases, the Exchange has included as the "correct response" not a specific "answer," but what are called "criteria for judging the correctness of a response." In these instances, a particular behavior, or process, is being taught. As a group of students apply this process in response to an item, their answers may differ and still be considered correct. However, though there is no single correct response, this does not mean that *any response* is correct. For this reason, criteria are provided by means of which the acceptability of a learner's answer can be judged. The criteria are designed to exemplify the process called for in the objective. An example of this is found in the Collection of English literature objectives, wherein the process of evaluating the tone of a poem may permit different answers which can be judged in terms of both a demonstration of the process called for and internal evidence to be found in the poem itself.

As the Instructional Objectives Exchange continues to develop, it is anticipated that the user will be provided with classifications of objectives in each Collection. For example, many objectives can be classified as to whether they call for learner responses at a higher rather than lower cognitive level. Further, as users supply the Exchange with preference data, the degree of preference per objective reflected by various educational groups can be presented. These and other classification schemes will be forthcoming in future IOX publications.

Grade level recommendations for particular Collections have been supplied by contributors and should be ignored by users who consider other grade or age levels more appropriate for their own situation.

Quality Control

The objectives and items contained in this Collection have been adapted from curricular material contributed to the Exchange and, generally, have not been used in their present form in the classroom. The names of the contributors can be found on the acknowledgements page.

In the future, IOX anticipates that objectives and measures distributed will have been subjected to rigorous quality control procedures, such as the following: the material itself will be evaluated in the classroom; subject matter experts will examine the objectives and items in terms of whether given units include all essential or important aspects of the course under consideration; teachers will assess the unit objectives to determine whether they constitute goals feasible for groups of children in the classroom; teachers will report under what special conditions they believe the material can be most effective. Such information will be collated and made available to users. Furthermore, the objectives and measures will incorporate suggestions and improvements derived from their use.

Feedback

At the present time, however, the material is being distributed without these quality control procedures. The principal reason for this is the Exchange's desire to satisfy immediate needs of classroom teachers. Moreover, there is an additional advantage to this procedure. It will provide the Exchange with information about actual classroom use of this material. To this end, the pages immediately following the introductory material contain a questionnaire, designed to supply the Exchange with information related to the above control procedures. IOX would greatly appreciate your cooperation in this matter. *Please remove the questionnaire pages and return them after you have examined, or, preferably, actually used, the contents of this booklet.*

The Exchange solicits your patience as you examine these early materials so that the system can, in time, be updated and improved. This first effort, albeit primitive, starts the cycle toward a continually improving collection of instructional objectives which, hopefully, can be of considerable utility to the nation's educators.

The Reading Collection

Contained in the Reading Collection are 397 objectives and related evaluation items for grades kindergarten through three. These objectives are organized into the following categories: Word recognition - phonetic, structural, context; Comprehension - literal, interpretation, critical, vocabulary; Study skills - work habits, alphabetizing, use of references, reading pictorial and graphic material, reading rate, organizing information. The objectives in each category are arranged in ascending grade level.

Four elements - (1) the objective, (2) measurement items, (3) means of judging the adequacy of student responses, (4) an IOX rating - are included for each objective in the Collection. The objectives are stated in operational terms and identified by a Category and a Sub-Category which serve to limit and define them. The behavioral aspect as well as the content of each objective have been carefully selected as a means of requiring the student to master processes and concepts central to the acquisition of reading skills. A wide range of behaviors are required within the total Collection, from the simple recall of knowledge to the analysis and evaluation of given situations.

Each objective is accompanied by a sample measurement item which is designed to test the student's acquisition of the desired behavior. In most cases, specific answers to the sample items have been provided. When a single correct answer is impossible to supply, criteria for judging the adequacy of the student's response, in the form of possible correct responses, are included.

A few objectives do not contain either criteria for making judgments, or correct answers. In some of these instances, the teacher has been asked to select her own material, making it impossible for us to predict what should constitute an acceptable answer. In others, the student is asked to read something aloud or pronounce something, and the teacher must judge the accuracy of the reading or pronunciation. In all of these instances, we simply include a statement that the answer is "self-evident."

The user of the material should note also that the directions included for the item are always written as directions to the student. It should be understood that in the earlier grades, the teacher might have to read the directions for the students or explain them to the students. Moreover, at times the objective calls for the student to respond to an oral stimulus. Here again, the directions must be read to the students by the teacher.

All objectives included here have been rated by participants of the 1969 IOX Summer Institute for the Preparation of Instructional Objectives. Although ratings ranging from 1 (acceptable) to 5 (unacceptable) were given by the Institute to all objectives, those rated 4 or 5 have been eliminated from the present Collection.

Acknowledgements

While the objectives and items contained in this Collection were developed by the Staff of the Instructional Objectives Exchange, portions of the material are based upon contributions made by the following school districts:

Clark County School District, Las Vegas, Nevada
Johnston Public Schools, Johnston, Rhode Island
Enterprise School District, Redding, California

The following individuals added to, refined and rated the material:

1. Dr. Leonard E. Swenson, Thousand Oaks School District, California
2. Dr. Frank L. Brendemuehl, Hopkins School District, Minnesota
3. Miss Mary Louise Burke, Lake Washington School District, Washington
4. Mrs. Mary Eleanor Finley, Palos Verdes School District, California
5. Mrs. Gabriella M. Genske, Cincinnati Public Schools, Ohio
6. Mrs. Vera Gierman, Ionia Public Schools, Ionia, Michigan
7. Mr. Wayne S. Hervi, Rowland School District, California
8. Mr. Donald R. Holliway, Los Alamos School District, New Mexico
9. Miss Betty Major, Lake Washington School District, Washington

The Instructional Objectives Exchange genuinely appreciates the significant contributions of these school districts and individuals.

To the User:

In order to improve the quality of our Collections of objectives and test items, we must have feedback from our users. We anticipate that our Collections will be used by both teachers and administrators, which means they will be utilized in various ways. However, some aspects of the objectives and related test items are important regardless of the user's intent, and we would like to evaluate this Collection with respect to those dimensions. With this in mind, we ask that you take a few minutes to complete and return the following questionnaire.

Part I of the questionnaire requests information which identifies the user's interest in the Collection. This is important and should be completed by everyone. Parts II and III relate to the objectives and test items, respectively, and should also be completed by all users. Part IV goes into greater detail than the preceding parts, and is optional.

We strongly urge that you look at the questionnaire *now* so that you may jot down pertinent comments while you are using the Collection. Then complete the questionnaire and return it as soon as possible after use of the Collection. Your cooperation in this matter is extremely valuable and is greatly appreciated.

INSTRUCTIONAL OBJECTIVES EXCHANGE USER QUESTIONNAIRE

Part I: USER information--Please complete the following:

1. Title and Number of Collection: ____________________

2. Name: ____________________ Position: ____________________

3. School: ____________________

4. School District: ____________________

5. City: ____________________ State ____________ Zip ____________

6. Grade level(s) of class(es) using the Collection: ____________________

7. Please check the ability level(s) of the class(es) using the Collection:

☐ below average ☐ average ☐ above average

Part II: INSTRUCTIONAL OBJECTIVES Information--Please check or fill in where appropriate:

1. a. Overall, to what extent are the objectives useful to you?

☐ not useful ☐ somewhat useful ☐ highly useful

b. In what way? ____________________

____

2. a. Overall, to what extent are the objectives too specific or too general?

☐ too specific ☐ just about right ☐ too general

b. Can you give examples (by objective number) of objectives which are:

(1) too specific? ____________________

(2) too general? ____________________

3. a. Overall, to what extent did your students find the objectives difficult?

☐ too easy ☐ just about right ☐ too difficult

b. Can you give examples (by objective number) of objectives which are:

(1) too easy? ____________________

(2) too difficult? ____________________

(OVER)

Part III: TEST ITEM Information--Please check or fill in where appropriate:

1. a. Overall, to what extent do the test items measure the objectives?

not well somewhat very well

b. Can you give examples (by objective and item number) of test items which do not measure the objective?________________________________

2. a. Overall, did your students have difficulty reading test items?

yes no

b. Can you give examples (by objective and item number) of items which are difficult to read?____

3. a. Overall, how helpful are the 'criteria' provided for evaluating answers to items?

not helpful somewhat helpful very helpful

b. Can you identify factors to make the criteria more useful?

____

____

____

4. Do you have any additional suggestions with respect to this particular Collection or the general operation of the Instructional Objectives Exchange?

On the following page you will find additional, more explicit questions. If you have time to answer them, your contribution to the improvement of IOX will be greatly increased.

Please mail the completed questionnaire and as much additional information as your time permits to:

QUESTIONNAIRE
INSTRUCTIONAL OBJECTIVES EXCHANGE
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California 90024

Part IV: ADDITIONAL Questionnaire Information

These questions require more time to answer than those on the previous page. They are extremely important, however, and any time you can spare to respond to them will be greatly appreciated. Please return this page with the completed questionnaire.

Thank you for your time and effort.

Name:____

School:______________________________________

1. Please list by objective number in the space below all the objectives you actually used.

2. Are there any objectives which should be deleted from the Collection? If so, please list them by objective number and state why they should be removed.

(OVER)

3. Please list by objective and item number any test items which do not accurately measure their objectives or which are otherwise in error. If possible, briefly describe the error.

4. Please describe any important objectives or concepts which do not appear in the Collection. Use an additional sheet of paper if necessary.

Please mail the completed questionnaire and as much additional information as your time permits to:

QUESTIONNAIRE
INSTRUCTIONAL OBJECTIVES EXCHANGE
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California 90024

Reading

Grade--Kindergarden

Objective 1

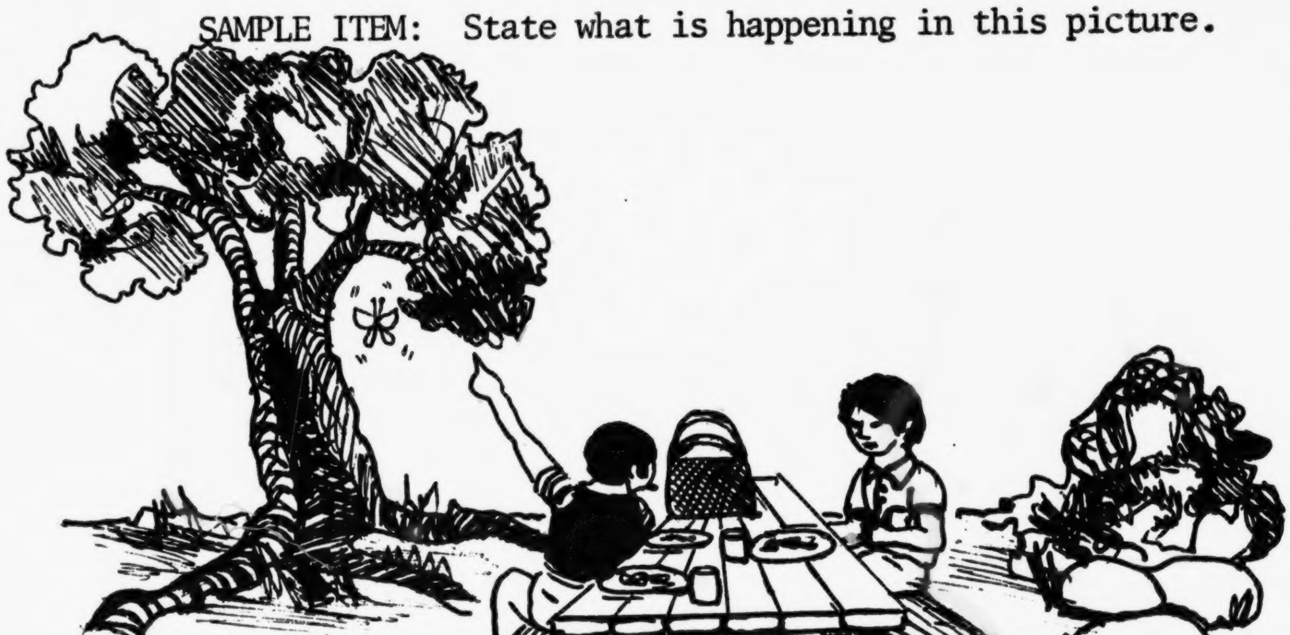
IOX Acceptability Rating: 1

Major Category: Comprehension--Interpretation

Sub-Category: Interpreting Story Facts

OBJECTIVE: Given a picture depicting an activity, the student will state what is illustrated.

SAMPLE ITEM: State what is happening in this picture.



ANSWER: Any description which relates to the content is appropriate. Example: Two boys are having a picnic, and they see a butterfly.

Objective 2 Reading

IOX Acceptability Rating: 1 Grade K

Major Category: Comprehension--Interpretation

Sub-Category: Predicting Outcomes

OBJECTIVE: Given a story whose conclusion is missing, the student will draw a picture illustrating a likely ending based on the contents of the story.

SAMPLE ITEM: Read The Little Engine That Could aloud to the class, omitting its conclusion. Students are to draw a picture illustrating a likely conclusion based on the story.

ANSWER: A likely conclusion drawn would be the little engine finally making it over the steep hill.

Objective 3 | Reading

IOX Acceptability Rating: 1 | Grade K

Major Category: Comprehension--Literal

Sub-Category: Reading for Details

OBJECTIVE: After listening to a given story, the student will recall its details by drawing a picture to illustrate them.

SAMPLE ITEM: Read Peter Rabbit by Beatrix Potter aloud to the class. Students are to draw a picture illustrating its details.

ANSWER: Details drawn from Peter Rabbit might include Mr. MacGregor's garden; Peter's new clothes; Flopsy, Mopsy, and Cottontail; etc.

Objective 4 Reading

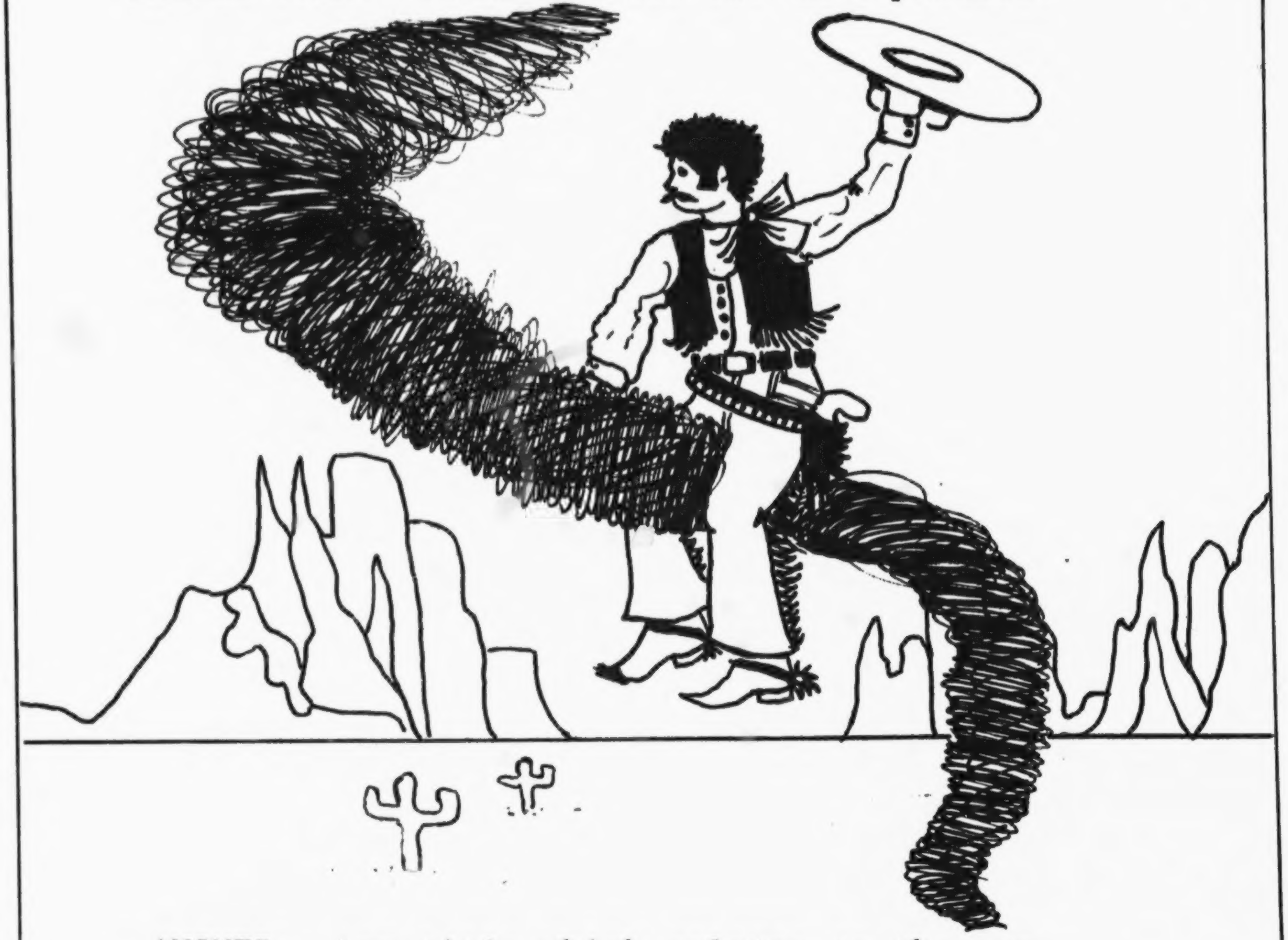
IOX Acceptability Rating: 1 Grade-Kindergarten

Major Category: Comprehension: Literal

Sub-Category: Main Idea

OBJECTIVE: Given a picture without a title, the student will state a title which relates to the content of the illustration.

SAMPLE ITEM: State a title for this picture:



ANSWER: Any title which relates to the content is appropriate.
Examples:
1. A Wild Ride
2. Ride-em Bronco
3. Giddy-up Cyclone

Objective 5 Reading

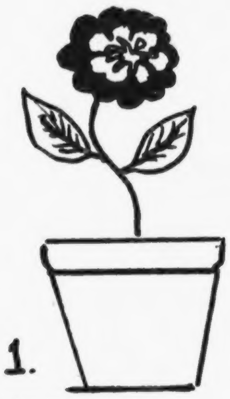
IOX Acceptability Rating: 1 Grade--Kindergarden

Major Category: Comprehension--Literal

Sub-Category: Organizing To Show Sequence

OBJECTIVE: Given a group of pictures depicting a familiar series of events in scrambled sequence, the student will arrange the illustrations in proper order.

SAMPLE ITEM: Arrange the events of these pictures in proper order.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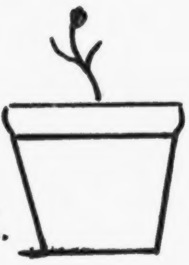
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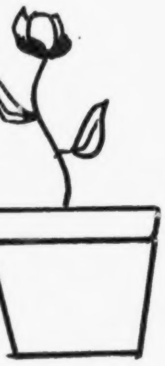

3.

ANSWER: 2, 3, 1.

Objective 6

IOX Acceptability Rating: 3

Reading

Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory Discrimination--General Sounds

OBJECTIVE: The student will demonstrate his attention to a presentation by answering questions based on it.

SAMPLE ITEM: Use a game situation such as Who Am I?. Student identifies the voice of the hidden caller after hearing three or less calls.

ANSWER: Correct name of the hidden caller.

Objective 7 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub Category: Auditory Discrimination-General Sounds

OBJECTIVE: Given a situation in which his eyes are closed and a familiar sound is made within his hearing, the student will name the sound.

SAMPLE ITEM: The student identifies the sounds of:

1. A knock on a door
2. A ball bouncing
3. A window being closed

ANSWER: Self-evident

Objective 8 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory Discrimination - General Sounds

OBJECTIVE: Given sounds in varying rhythmic patterns, the student will reproduce the sounds heard.

SAMPLE ITEM: Listen to these sounds and repeat them.

1. triangle struck four times
2. triangle struck twice, a pause, then struck twice again.

ANSWER: Self-evident

Objective 9

IOX Acceptability Rating: 1

Reading

Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory Discrimination--General Sounds

OBJECTIVE: After listening to sounds with varying intensity and pitch on instruments, the student will distinguish among these sounds by describing each as loud, soft, high or low.

SAMPLE ITEM: Teacher plays different notes of varying intensity on piano. Student describes each one.

ANSWER: Self-evident

Objective 10

IOX Acceptability Rating: 1

Reading

Grade K-1

Major Category: Word Recognition: Phonetic Analysis

Sub-Category: Auditory Discrimination: Rhyming Words

OBJECTIVE: After listening to a series of rhyming words, the student will state another rhyming word with the same sound pattern.

SAMPLE ITEM: Listen to this series of words:

bat, cat, fat, rat

State another rhyming word with the same sound pattern.

ANSWER: hat, mat, pat, sat, fat

Objective 11 Reading

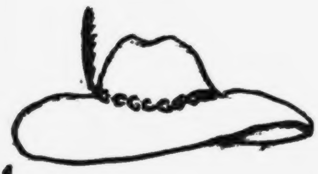
IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory Discrimination--Rhyming Words

OBJECTIVE: Given a set of four pictures, the student will identify those illustrations which rhyme with one another.

SAMPLE ITEM: Identify the pictures that rhyme.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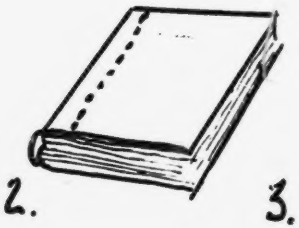
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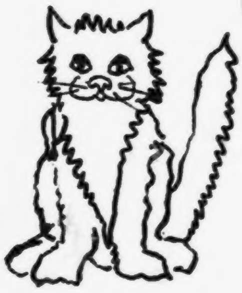
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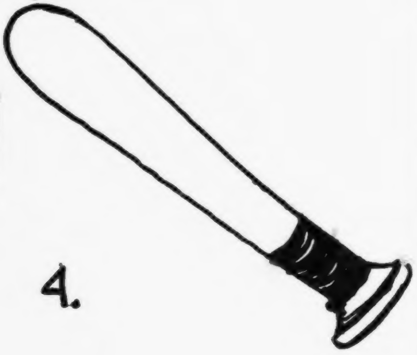

4.

ANSWER: 1, 3, 4.

Objective 12

Reading

IOX Acceptability Rating: 1

Grade K-1

Major Category: Word Recognition: Phonetic Analysis

Sub-Category: Auditory Discrimination--Rhyming Words

OBJECTIVE: After listening to a group of words, some of which rhyme and some of which do not, the student will orally designate the rhyming and non-rhyming words.

SAMPLE ITEM: Listen to each of the following lists. After each one, state which words do not rhyme.

1. make, big, fake, take
2. fill, bill, kite, mill
3. sat, cat, tell, mat

ANSWERS:

1. big
2. kite
3. tell

Objective 13 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Visual Discrimination--Pictures and Shapes

OBJECTIVE: Given a group of displayed objects which are then covered while one object is added or removed, the student will identify the missing object when shown the changed group.

SAMPLE ITEM: Display a group of familiar objects (car, crayon, ball, book, glass, etc.) Then cover the objects and remove the ball. Student is to identify the missing object when shown the group again.

Answer: Ball

Objective 14 Reading

IOX Acceptability Rating: 1 Grade K-1

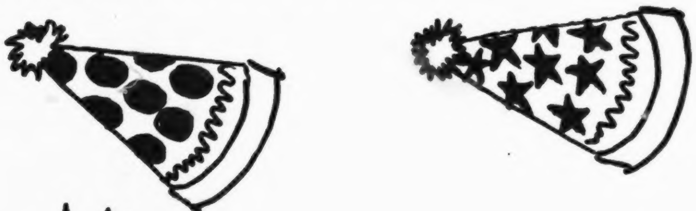
Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Visual Discrimination - Pictures and Shapes

OBJECTIVE: Given a picture of two similar objects containing one difference, the student will identify the difference.

SAMPLE ITEM: Identify the different in these objects:

1.



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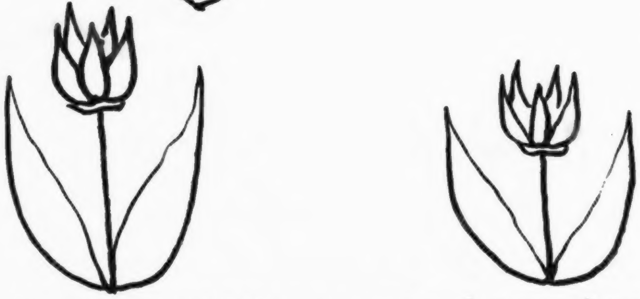


ANSWER:

1. the design differs; one has circles, the other stars
2. the size differs, one is large, the other small

Objective 15 Reading

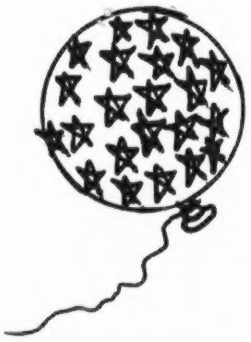
IOX Acceptability Rating: 1 Grade K-1

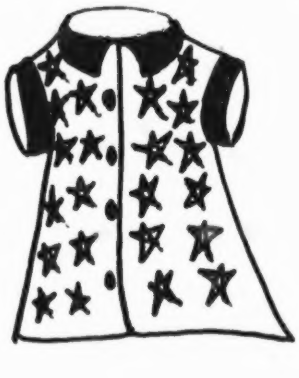
Major Category: Word Recognition - Phonetic Analysis

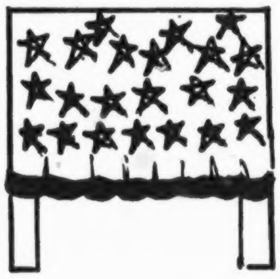
Sub-Category: Visual Discrimination = Pictures and Shapes

OBJECTIVE: Given pictures of several objects containing one similar element, the student will identify that element.

SAMPLE ITEM: Identify the similar element in these pictures:







ANSWER: Each has a star design.

Objective 16 Reading

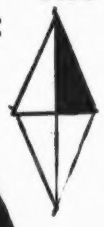
IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Visual Discrimination--Pictures and Shapes

OBJECTIVE: Given a group of figures, some of which are alike and some of which are different, the student will identify those that are alike.

SAMPLE ITEM: Identify the figures which are the same as:



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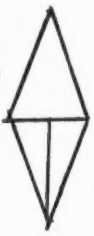

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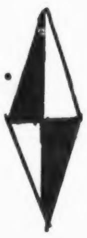

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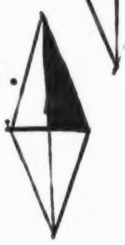

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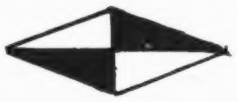

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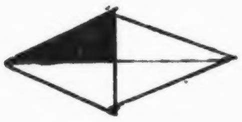


Answer: 3, 5.

Objective 17

IOX Acceptability Rating: 1

Reading

Grade K-1

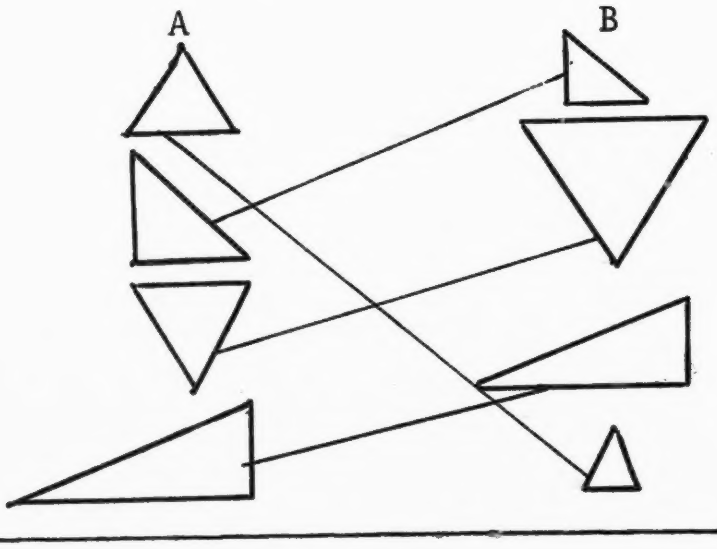
Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Visual Discrimination -- Pictures and Shapes

OBJECTIVE: Given a group of geometric shapes of dissimilar size, the student will match those of similar form.

SAMPLE ITEM: Match the figures in column A with those in column B by drawing connecting lines.

ANSWER:



Objective 18 Reading

IOX Acceptability Rating: 1 Grade K-1

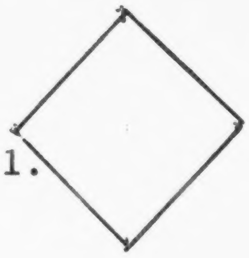
Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Visual Discrimination--Pictures and Shapes

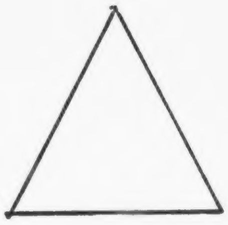
OBJECTIVE: Given a geometric figure which is shown for five seconds, the student will draw the figure from memory.

SAMPLE ITEM: Look at the following figures for 5 seconds, then draw the figure you saw.

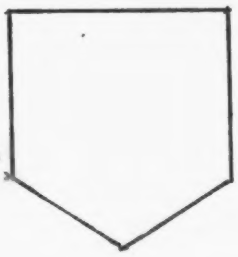
1.



2.



3.



ANSWER: Self-evident

Objective 19 Reading

IOX Acceptability Rating: 1 Grade K-1

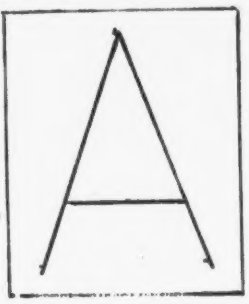
Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Visual Discrimination--Letter Forms

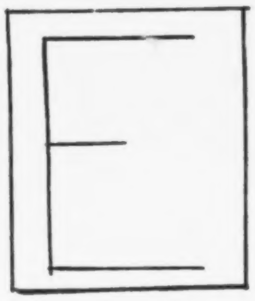
OBJECTIVE: Given upper case letters on flash cards, the student will identify any letter in the alphabet.

SAMPLE ITEM: Identify the letter on each of these cards:

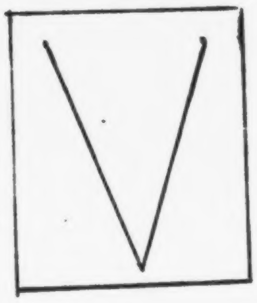
1.



2.



3.



ANSWERS:
1. A
2. E
3. V

Objective 20

IOX Acceptability Rating: 1

Reading

Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Visual Discrimination - Letter Forms & Shapes

OBJECTIVE: Given three identical letters and one clearly different, the student will identify the different letter.

SAMPLE ITEM: Identify the letter which is different in these groups:

1. D D I D
2. B B B C
3. J K J J

ANSWER:

1. I
2. C
3. K

Objective 21

IOX Acceptability Rating: 1

Reading

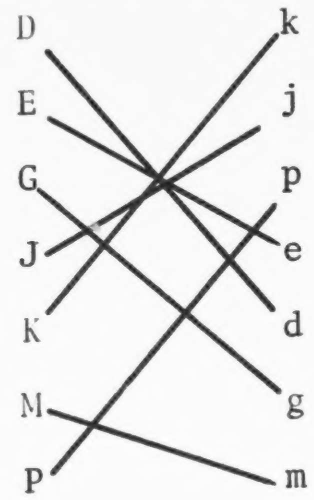
Grade K-1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Visual Discrimination -- **Letter Forms**

OBJECTIVE: Given a list of upper case letters and one of lower case letters, the student will match each capital letter with its corresponding small letter by drawing connecting lines between them.

SAMPLE ITEM: Draw a line connecting each capital letter with its matching small letter.



ANSWER: Each upper case letter is matched with its corresponding lower case one.

Objective 22 Reading

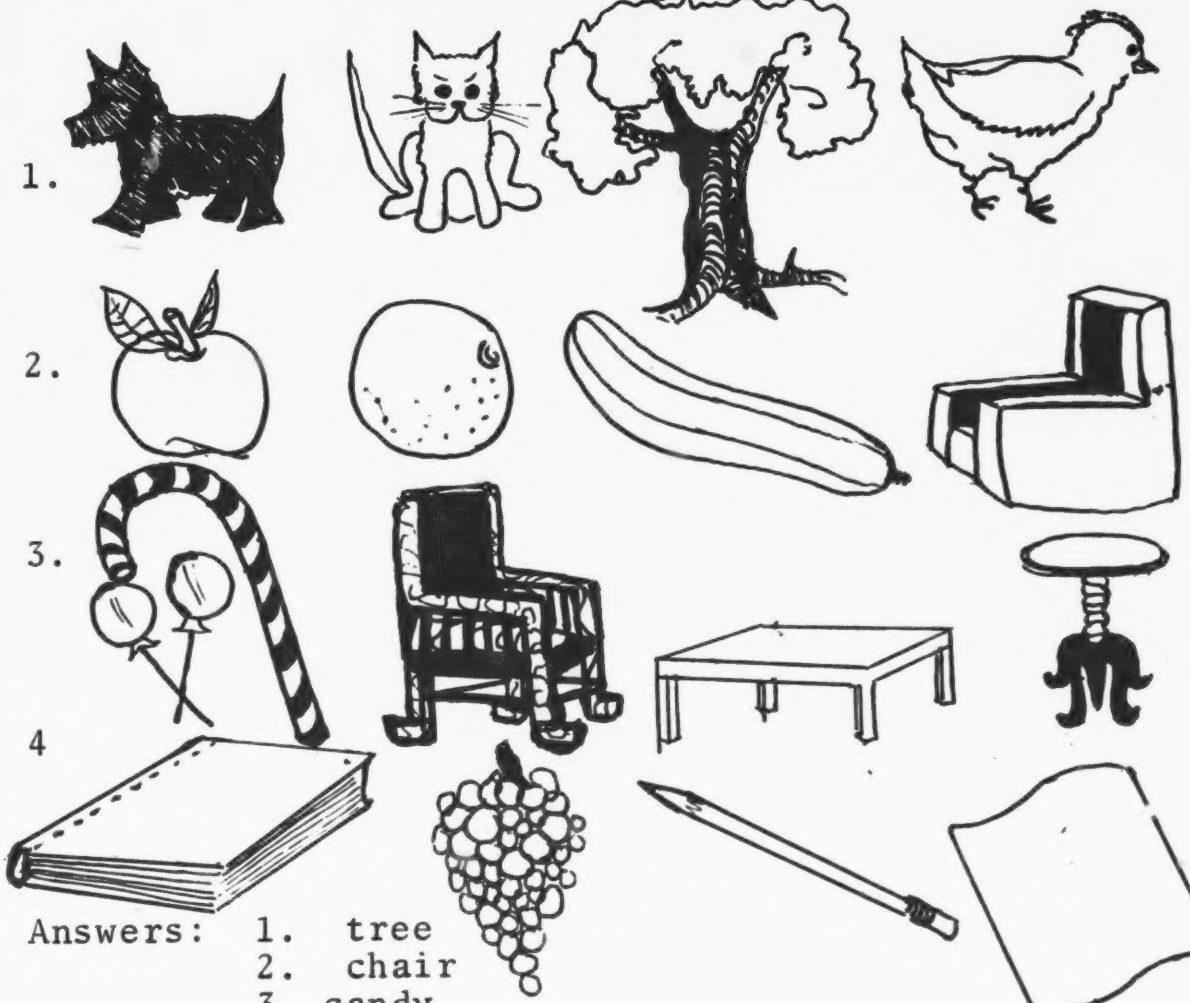
IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Visual Discrimination - Words

OBJECTIVE: Given several rows of four pictures, three of which are related and one of which is not, the student will identify the unrelated illustration.

SAMPLE ITEM: Identify the picture in each row which does not belong with the others.



Answers:
1. tree
2. chair
3. candy
4. grapes

Objective 23 Reading

IOX Acceptability Rating: 1 Grade K-1

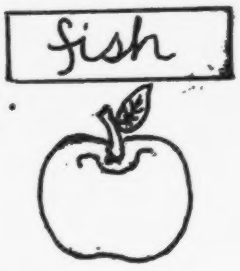
Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Visual Discrimination--Words

OBJECTIVE: Given a group of labeled objects and corresponding labels written in manuscript, the student will match each label with its corresponding labeled object.

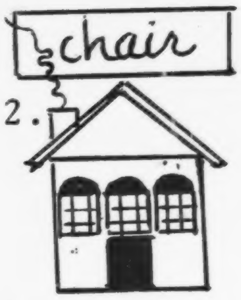
SAMPLE ITEM: Match the following labels with their labeled objects:

1.



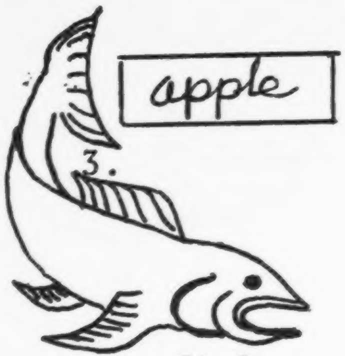
a. apple

2.



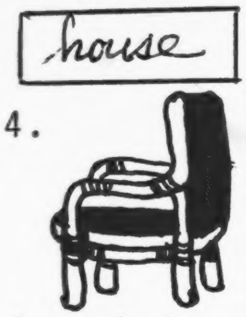
b. house

3.



c. fish

4.



d. chair

ANSWER:

1. c
2. d
3. a
4. b

Objective 24

IOX Acceptability Rating: 2

Reading

Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Sight Words

OBJECTIVE: Given a card holder and name cards, one of which has the pupil's name on it, the student will identify his own name card and place it in the card holder.

SAMPLE ITEM: Select your own name card and place it in the card holder.

ANSWER: Self-evident

Objective 25 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition

Sub-Category: Auditory-Visual Perception--Sight Words

OBJECTIVE: Given a group of familiar words printed individually on flash cards, the student will identify these words by immediate recall.

SAMPLE ITEM: Identify these familiar words:

1. red
2. three
3. Bob

ANSWER: Self-evident

Objective 26 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Sight Words

OBJECTIVE: Given several sheets of colored paper and color words printed on flash cards, the student will match the color word with its corresponding sheet of paper.

SAMPLE ITEM: Find the sheet of paper for each of these colors:

1. green
2. red
3. yellow
4. blue
5. orange
6. purple

ANSWER: Self-evident

Objective 27

IOX Acceptability Rating: 1

Reading

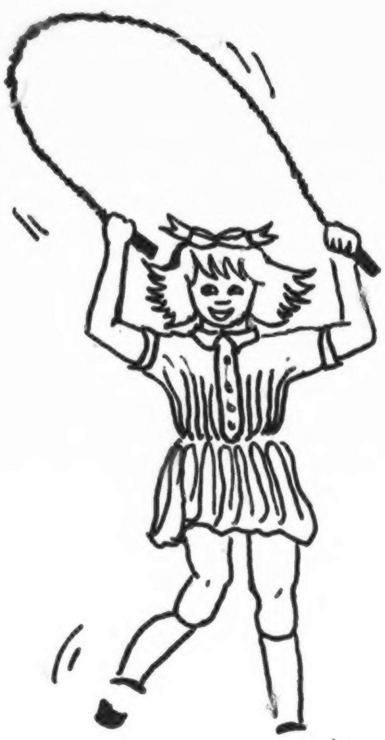
Grade K-1

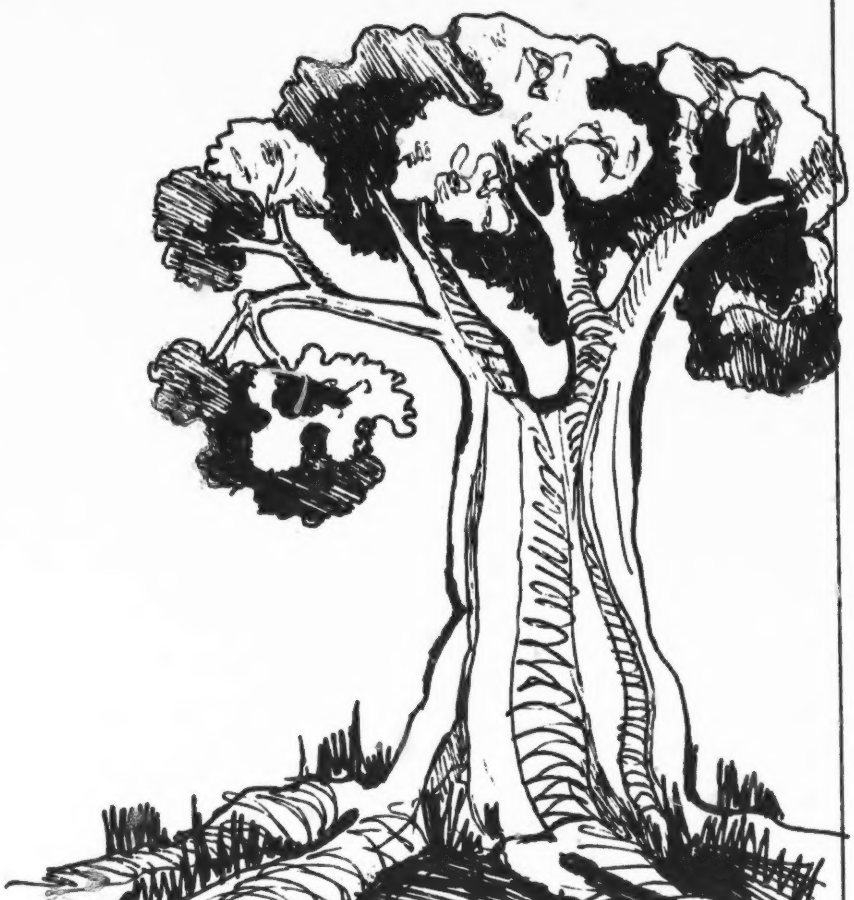
Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Sight Words

OBJECTIVE: Given picture-word cards, the student will quickly state the word which each picture portrays.

SAMPLE ITEM: State the word which each picture portrays.





ANSWER: 1. jumping 2. tree

Objective 28

IOX Acceptability Rating: 1

Reading

Grade K-1

Major Category: Word Recognition

Sub Category: Auditory-Visual Perception--Sight Words

OBJECTIVE: Given a group of basic sight words, the student will identify these words by immediate recall.

SAMPLE ITEM: Use flash cards with words from the suggested basic sight word lists.

e.g.
1) Dolch Basic word list
2) Queen's Sample trader word list
3) Dale List (Revised by Clarence R. Stone)

The teacher will ask the student to state the words when flashed.

Objective 29 Reading

IOX Acceptability Rating: 1 K-1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Initial Consonant

OBJECTIVE: After listening to four words, three of which begin with the same consonant sound, the student will state the word having a different initial sound.

SAMPLE ITEM: State the word having a different beginning sound.

1. dog
2. dear
3. bat
4. duck

ANSWER: 3

Objective 30 Reading

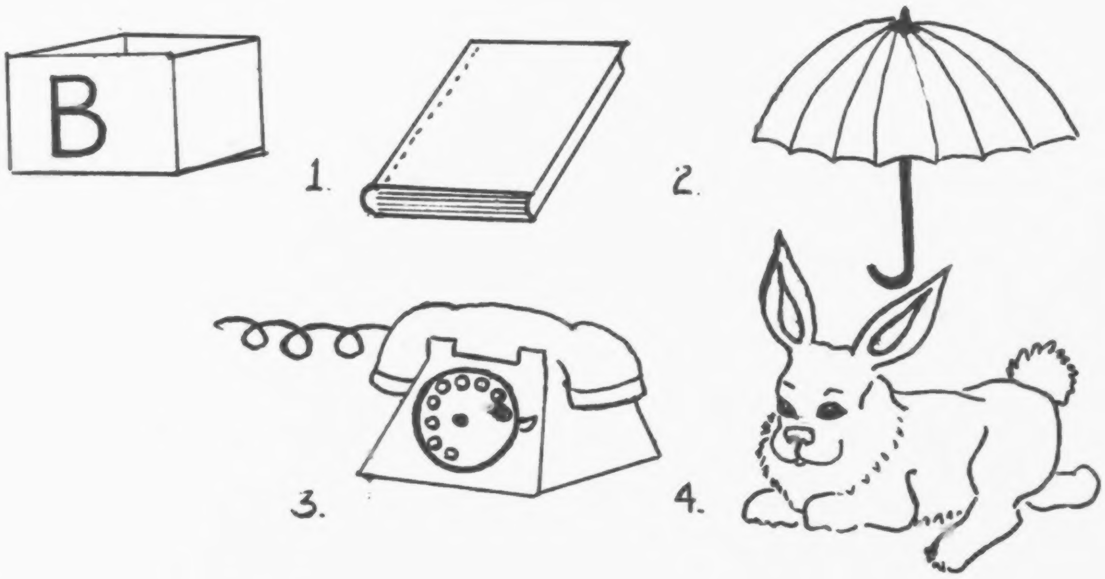
IOX Acceptability Rating: 1 Grade K-1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Initial Consonants

OBJECTIVE: Given a box with a letter on it and pictures of several objects, the student will identify those objects which begin with the same letter.

SAMPLE ITEM: Identify the objects which begin with the same letter as the one on this box.



ANSWER: 1, 4

Objective 31

IOX Acceptability Rating: 1

Reading

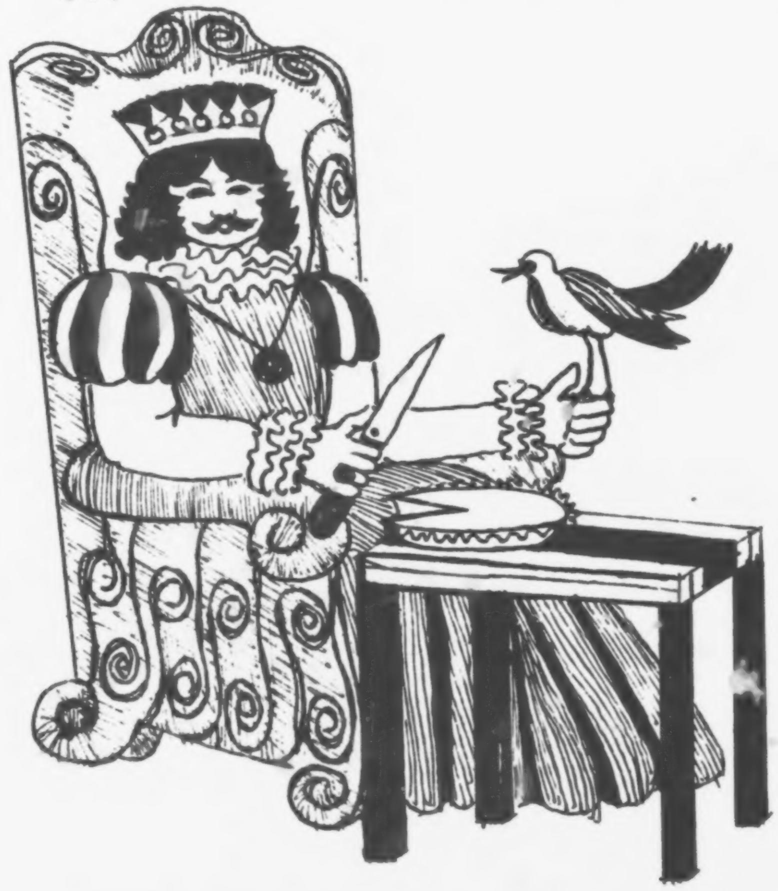
Grade K - 1

Major Category: Comprehension

Sub-Category: Literal

OBJECTIVE: The student will describe the contents of a given picture after it has been removed from sight.

SAMPLE ITEM: Look at this picture. After it is removed, describe all the things you remember about it.



ANSWER: Response should be consistent with the content of the picture.

Objective 32

Reading

IOX Acceptability Rating: 1

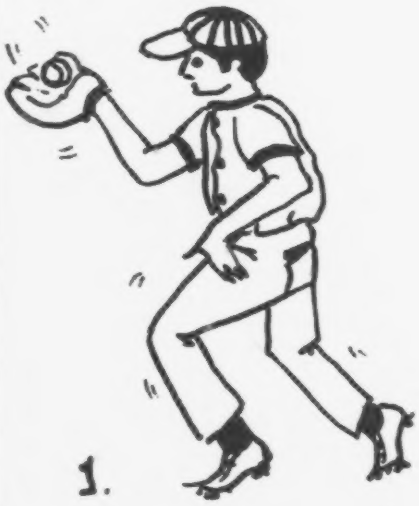
Grade K-1

Major Category: Comprehension--Literal

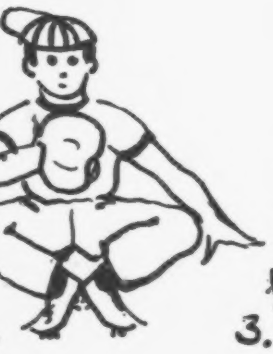
Sub-Category: Locating Specific Information

OBJECTIVE: Given several pictures, the student will select the one which shows the action described by the teacher.

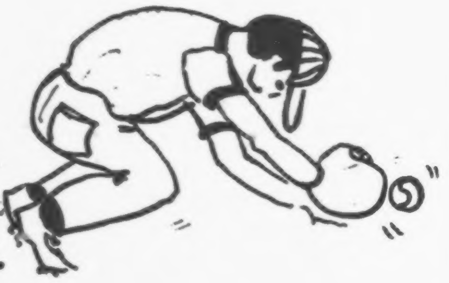
SAMPLE ITEM: Select the picture which shows a boy running.



1.



2.



3.

ANSWER: 1

Objective 33 Reading

IOX Acceptability Rating: 2 Grade K-1

Major Category: Comprehension - Literal

Sub-Category: Noting Details and Recalling Facts

OBJECTIVE: Given the same set of directions twice, with one step omitted in the second presentation, the student will identify the omission.

SAMPLE ITEM: Listen to the directions and identify what part is left out when they are repeated.

A
1. Take a sheet of paper and color its surface with one crayon
2. Next color over the paper with a different crayon
3. Color the sheet again with a third crayon
4. Now cover the paper with a black crayon
5. Take a bobby pin and scratch a design on the paper

B repeat the directions omitting #4

ANSWER: #4 is omitted

Objective 34 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Comprehension - Literal

Sub-Category: Recalling Sequence

OBJECTIVE: After listening to a given story, the student will retell its events in sequence.

SAMPLE ITEM: Read The Three Little Pigs aloud to the class. Students are to retell its events in sequence.

ANSWER: Responses should be consistent with the sequence of this story.

Objective 35

IOX Acceptability Rating: 1

Reading

Grade K - 1

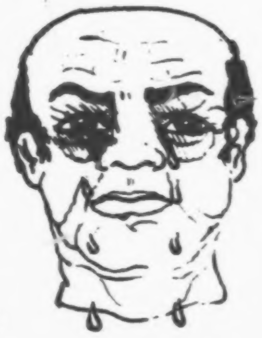
Major Category: Comprehension--Interpretation

Sub-Category: Recognizing Emotional Attitudes

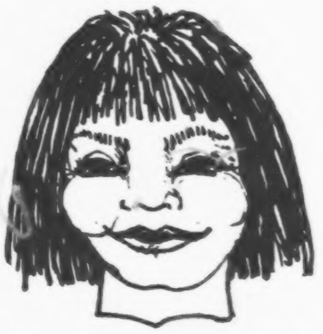
OBJECTIVE: Given pictures which illustrate different emotions, the student will select the picture which depicts a specific emotion.

SAMPLE ITEM: Look at the following pictures.

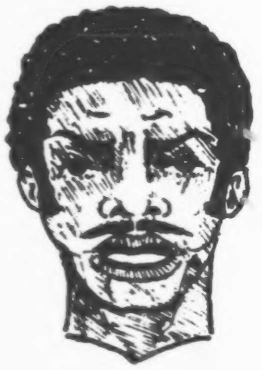
a.



b.



c.



1. Which one is happy?
2. Which one is angry?
3. Which one is sad?

ANSWER:
1. b
2. c
3. a

Objective 36 Reading

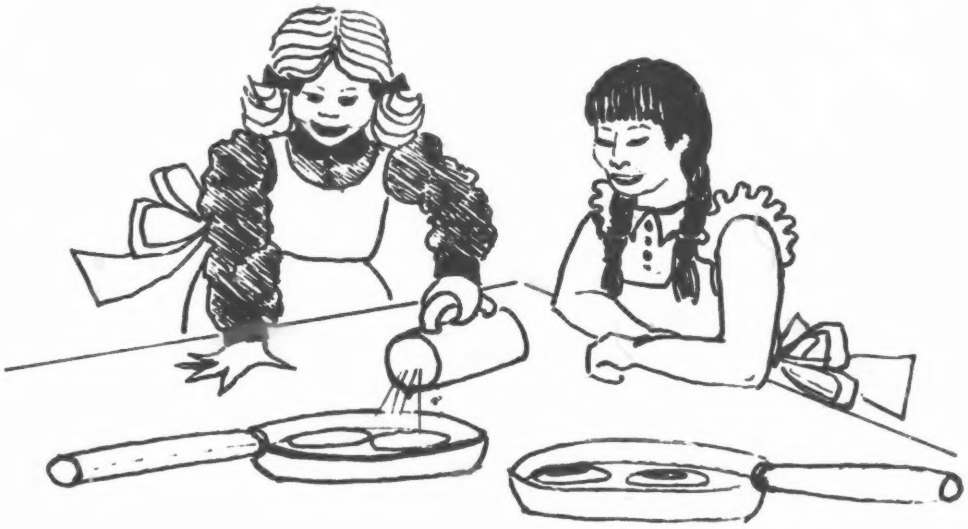
IOX Acceptability Rating: 1 Grade K - 1

Major Category: Comprehension--Interpretation

Sub-Category: Interpretation of Pictures and Story Facts

OBJECTIVE: Given a picture of two or more characters involved in a specific activity, the student will explain the picture by naming its contents and describing its activity.

SAMPLE ITEM: Explain this picture. Name its contents and describe the activity.



ANSWER: Two girls; frying pans: one with fried eggs, one with pancakes; table; pitcher.

Two girls are in a kitchen making pancakes and eggs. Maybe they are cooking breakfast. Both are wearing aprons to keep their dresses clean.

Objective 37 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Comprehension--Interpretation

Sub-Category: Seeing Relationships

OBJECTIVE: Given an illustration and several words, some of which are distractors, the student will select those words which describe the picture.

SAMPLE ITEM: Select the words which relate to this picture.

mouse

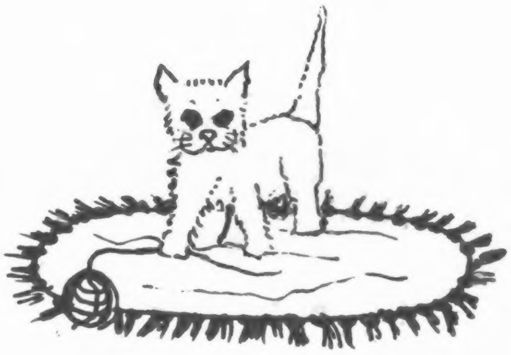
cat

yarn

hat

rug

jump



ANSWER: cat

yarn

rug

Objective 38 Reading

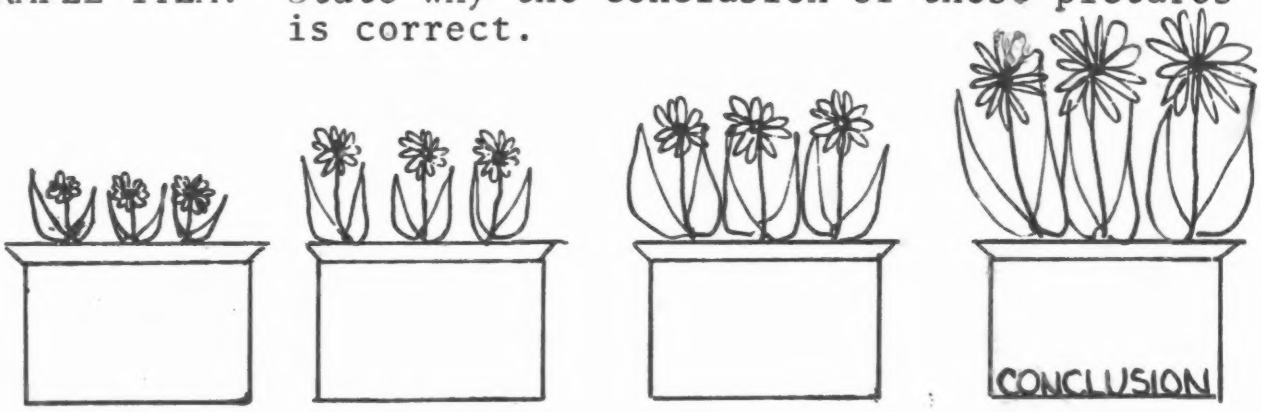
IOX Acceptability Rating: 1 Grade K - 1

Major Category: Comprehension--Interpretation

Sub-Category: Drawing Conclusions From Story Facts

OBJECTIVE: Given several pictures leading to a conclusion and a final picture which reveals their outcome, the student will state why the conclusion is logically correct.

SAMPLE ITEM: State why the conclusion of these pictures is correct.



ANSWER: It is correct because the flowers are blooming a little more in each picture.

Objective 39

IOX Acceptability Rating: 1

Reading

Grade K - 1

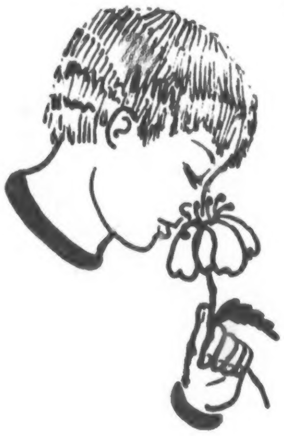
Major Category: Comprehension--Interpretation

Sub-Category: Sensory Images

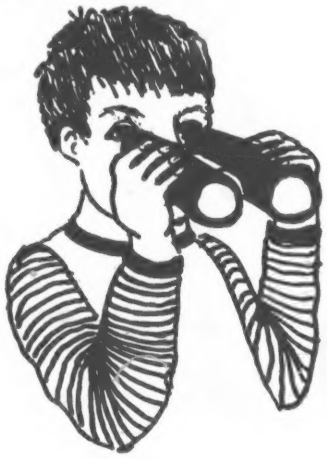
OBJECTIVE: Given several pictures, each illustrating the usage of a single sense, the student will identify the sense portrayed in each one.

SAMPLE ITEM: Identify the sense portrayed in each of these pictures:

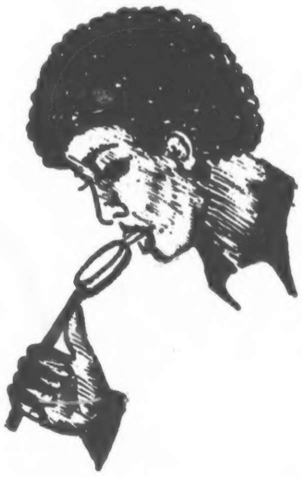
1.



2.



3.



ANSWER:
1. smell
2. sight
3. taste

Objective 40 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Comprehension - Critical

Sub-Category: Comparing and Contrasting

OBJECTIVE: Given three short animal stories, the student will describe the characteristics of their animals which are alike.

SAMPLE ITEM: Read these stories:

a) Angus and the Ducks	M. Flack
b) Blueberries For Sal	R. McCloskey
c) Michael Who Missed His Train	D. M. Bryan

Describe the characteristics of the animals in these stories which are alike.

Answer:
1. They all have mothers.
2. They all can walk.
3. They like to eat.
4. They get into trouble.
5. They like to play games.

Objective 41 Reading

IOX Acceptability Rating: 2 Grade K-1

Major Category: Comprehension - Critical

Sub-Category: Comparing and Contrasting Stories

OBJECTIVE: Given two stories, one about life in the city and the other of life in the country, the student will describe the differences between city and country life.

SAMPLE ITEM: Read the story, "City Streets and Country Roads" by Eleanor Farjeon in The Sound of Poetry By Mary C. Austin & Queenie Mills, then answer the following questions.

1. What do you think life would be like in the country?
2. Would it be the same in the city?
3. How would it be different in the city?

Answers:
1. Quiet, lots of trees, not many houses,animals, farms
2. No
3. Noisy, tall buildings, cars, freeways, dirty, apartments, no trees, little grass, few animals.

Objective 42 Reading

IOX Acceptability Rating: 2 Grade K-1

Major Category: Comprehension--Critical

Sub-Category: Distinguishing Fact and Fantasy

OBJECTIVE: Given an animal story in which the characters act like people, the student will identify those actions which are unrealistic for animals to perform.

SAMPLE ITEM: Identify the unrealistic actions of the animals in The Three Bears.

Answers:
1. bears talking
2. bears sleeping in beds
3. bears sitting on chairs
4. bears eating porridge from a bowl

2

Objective 43 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Comprehension - Critical

Sub-Category: Distinguishing Fact and Fantasy

OBJECTIVE: Given a story orally, the student will state two things that could be true about the story and two things which could not.

SAMPLE ITEM: Listen to the story Snow White and the Seven Dwarfs. State two things that could be true about it and two which could not.

ANSWER:

True	Not True
1. the kind woodsman	1. magical talking mirror
2. Snow White's feelings of fright and sadness when alone in the forest.	2. seven dwarfs

Objective 44

IOX Acceptability Rating: 1

Reading

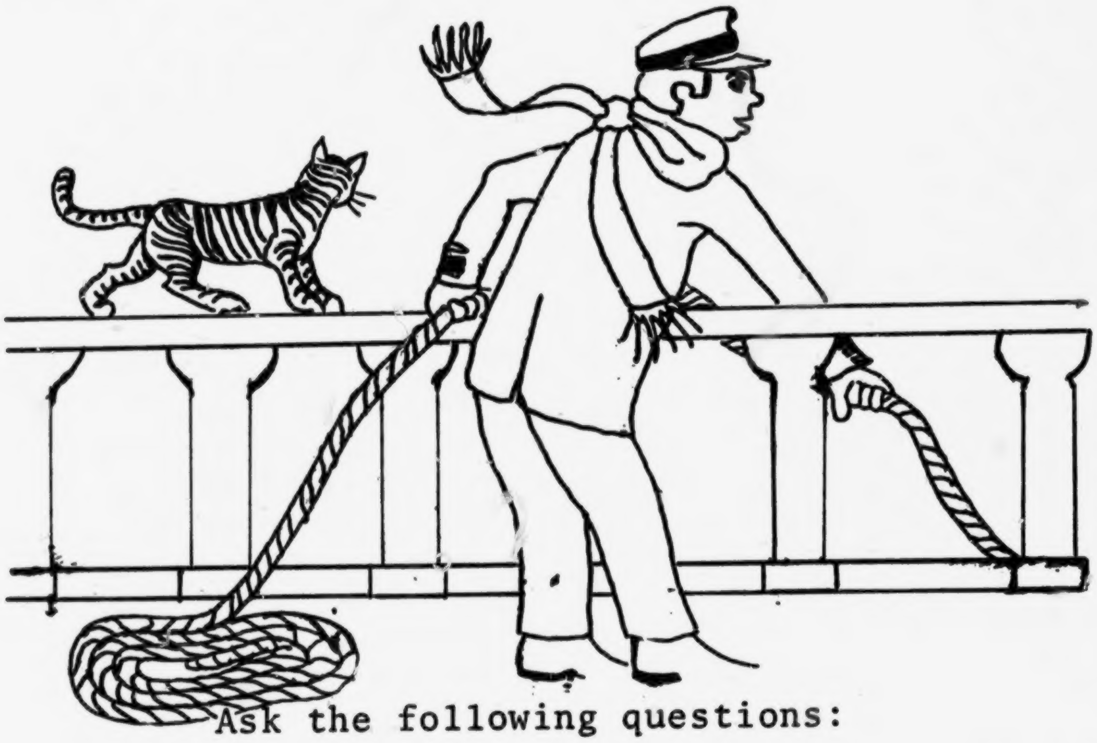
Grade K-1

Major Category: Comprehension - Critical

Sub-Category: Making Inferences

OBJECTIVE: Given a picture, the student will state what might happen next and what might have happened before.

SAMPLE ITEM: Show students a picture.



Ask the following questions:

1. What do you think will happen next?
2. What might have happened before?

ANSWER: Any response which relates to the picture is appropriate.

Objective 45

Reading

IOX Acceptability Rating: 1

Grade K-1

Major Category: Comprehension

Sub-Category: Vocabulary - Word Meaning

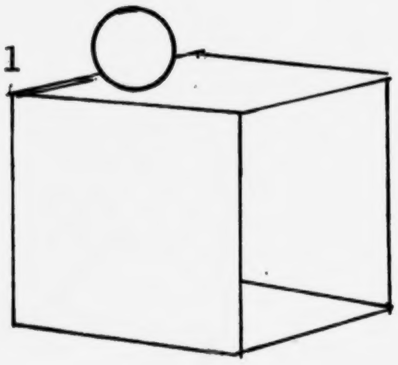
OBJECTIVE: Given oral instructions and two objects, the student will relate the two objects to each other in the manner directed.

SAMPLE ITEM: Illustrate the meaning of the words over, under, in, on, behind, beneath, by placing a ball in the directed positions.

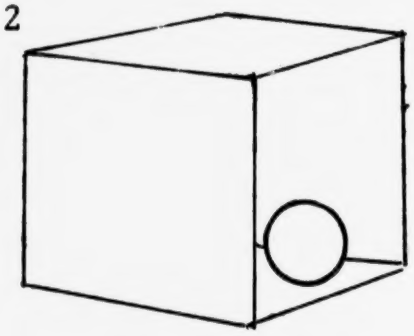
1. Put the ball on the box

2. Put the ball in the box

ANSWER: 1



2



Objective 46 Reading

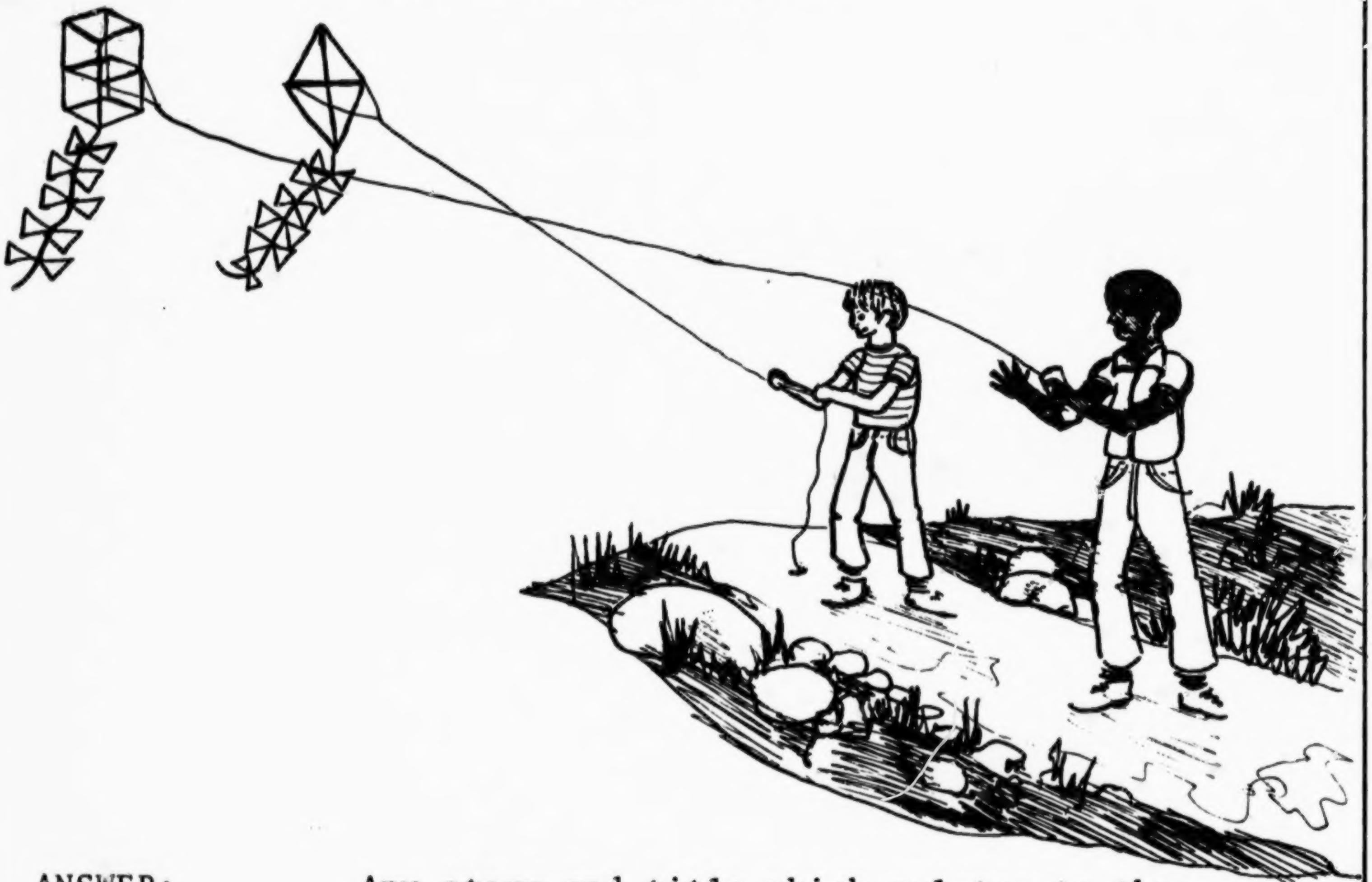
IOX Acceptability Rating: 1 Grade K-1

Major Category: Comprehension--Vocabulary and Word Meaning

Sub-Category: Oral Language Development

OBJECTIVE: Given a picture, the student will tell a story with a title and at least three sentences about the picture.

SAMPLE ITEM: Tell a story about this picture. Give it a title before you begin.



ANSWER: Any story and title which relates to the picture is appropriate.

Objective 47 Reading

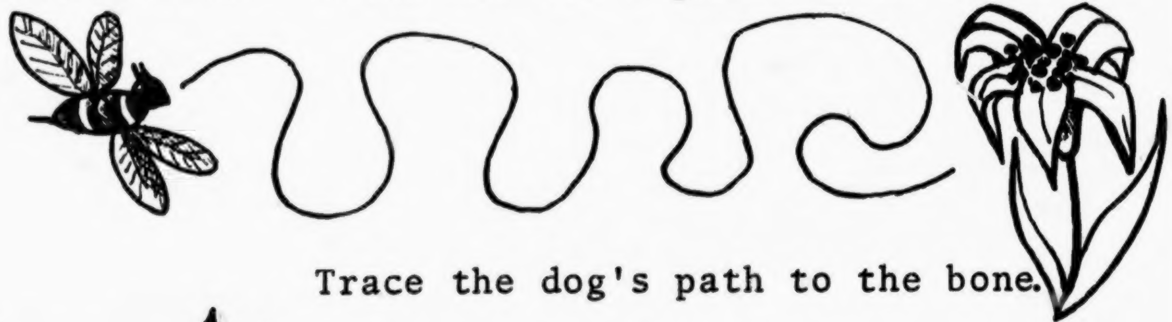
IOX Acceptability Rating: 1 Grade K-1

Major Category: Study Skills

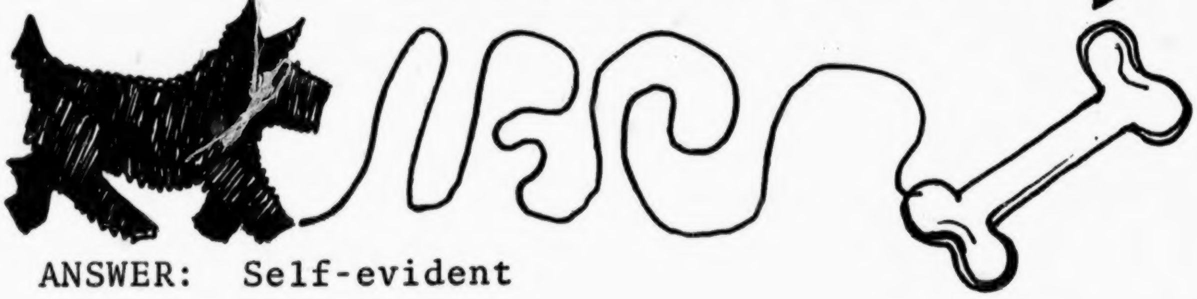
Sub-Category: Work Skills - Left to Right Progression

OBJECTIVE: Given an instruction to trace a line, the student will trace it from left to right.

SAMPLE ITEM: Trace the bee's path to the flower.



Trace the dog's path to the bone.



ANSWER: Self-evident

Objective 48 Reading

IOX Acceptability Rating: 1 Grade K-1

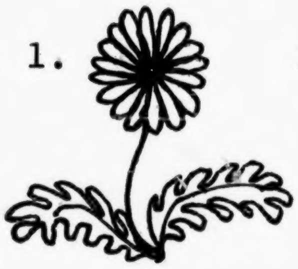
Major Category: Study Skills

Sub-Category: Left to Right Progression

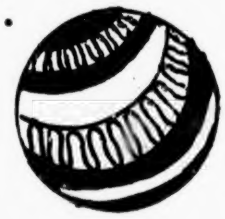
OBJECTIVE: Given the task of naming a group of objects arranged in a row, the student will name the objects in order moving from left to right.

SAMPLE ITEM: Name the items below from left to right.

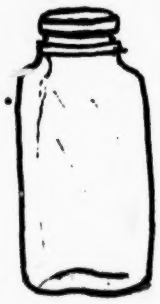
1.



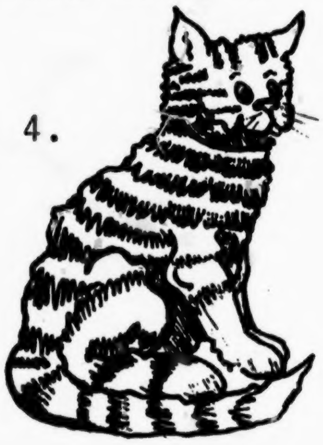
2.



3.



4.



ANSWER:
1. Flower 2. ball 3. bottle 4. cat

Objective 49 Reading

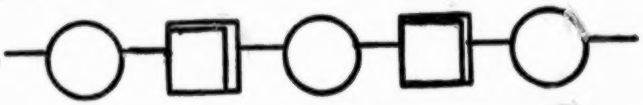
IOX Acceptability Rating: 1 Grade K-1

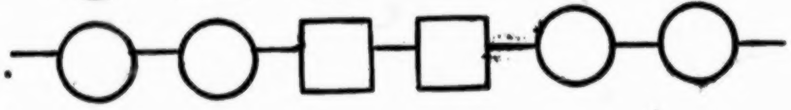
Major Category: Study Skills

Sub-Category: Work Skills---Left to Right Progression

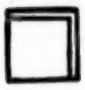
OBJECTIVE: Given any pattern, the student will complete the pattern in a left to right progression

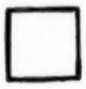
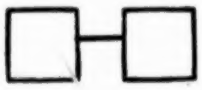
SAMPLE ITEM: Follow these patterns across the page from left to right and add the missing picture

1.


2.


ANSWER:

1


2

or


Objective 50

Reading

IOX Acceptability Rating: 1

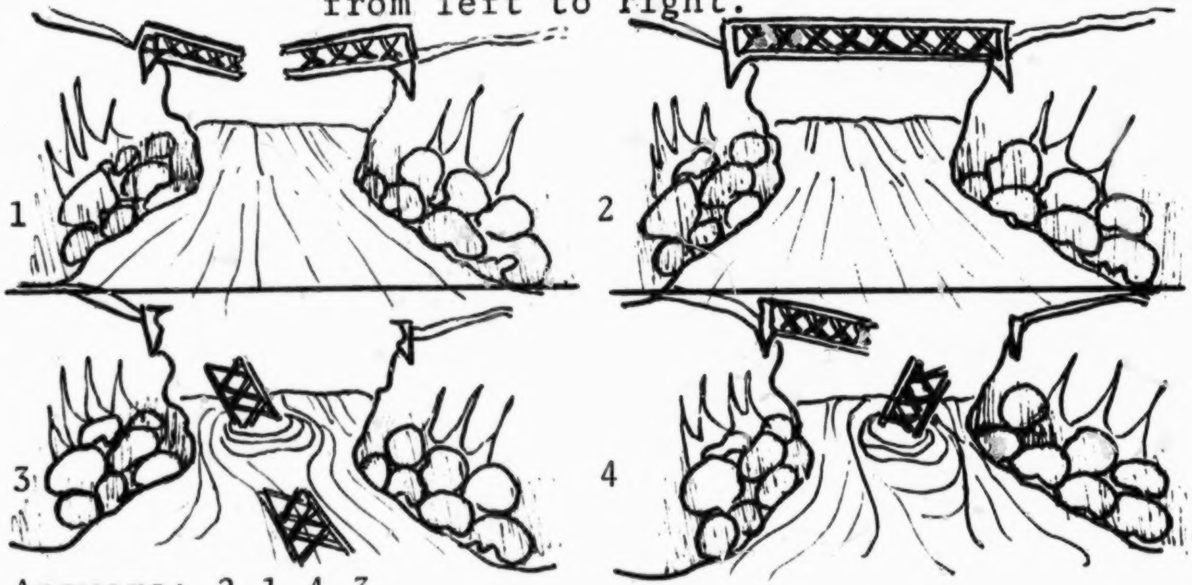
Grade K-1

Major Category: Study Skills---Work Skills

Sub-Category: Left to Right Progression

OBJECTIVE: Given four, scrambled pictures which illustrate a sequence of events when placed in proper order, the student will rearrange the pictures in order from left to right.

SAMPLE ITEM: Rearrange these pictures in proper order from left to right.



Answers: 2,1,4,3

Reading

Grade K-1

Objective 51

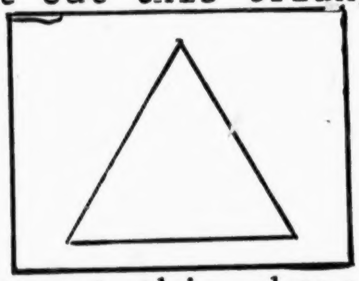
IOX Acceptability Rating: 1

Major Category: Study Skills

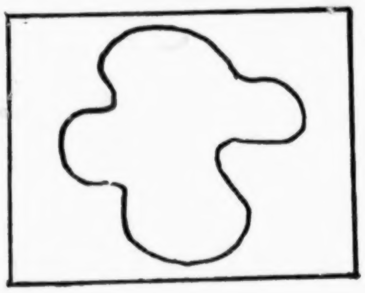
Sub-Category: Work skills - Eye-Hand Coordination

OBJECTIVE: The student will demonstrate his mastery of eye-hand coordination by cutting a given figure out of paper with scissors, staying within an 1/8 inch of either side of the outline.

SAMPLE ITEM: Cut out this triangle:



Cut out this shape:



ANSWER: The student should remain 1/8 inch of either side of the outline.

Objective 52

IOX Acceptability Rating: 2

Reading

Grade K-1

Major Category: Study Skills

Sub-Category: Work Skills - Following Directions

OBJECTIVE: Given an oral direction, the student will repeat it.

SAMPLE ITEM: Repeat the following directions to another student who has not heard them:

1. walk to the back of the room
2. raise your arms over your head
3. clap your hands once.

ANSWER: Self-evident

IOX Acceptability Rating: 2 Grade K-1

Major Category: Study Skills

Sub-Category: Work Skills--Following Directions

OBJECTIVE: Given any short oral command, the student will follow its directions immediately.

SAMPLE ITEM: Follow this direction:

Fold your hands on top of your desk.

ANSWER: Immediate student response of folding hands on top of desk.

Objective 54

Reading

Grade K-1

IOX Acceptability Rating: 2

Major Category: Study Skills

Sub-Category: Following Directions

OBJECTIVE: Given a set of commands, the student will follow these directions in proper sequence.

SAMPLE ITEM: Follow these directions in this order:

1. Take a book from the shelf
2. Put the book on the table
3. Go to the window
4. Stand by me

ANSWER: Self-evident

Objective 55 Reading

IOX Acceptability Rating: 1 Grade K-1

Major Category: Study Skills

Sub-Category: Work Skills - Following Directions

OBJECTIVE: Given three part directions orally by the teacher, the student will repeat the directions and carry out its instructions.

SAMPLE ITEM: Repeat all three directions and follow them.

1. Stand up.
2. Clap your hands twice.
3. Raise your right hand over your head.

ANSWER: Student repeats directions exactly and then follows them exactly.

Objective 56 Reading

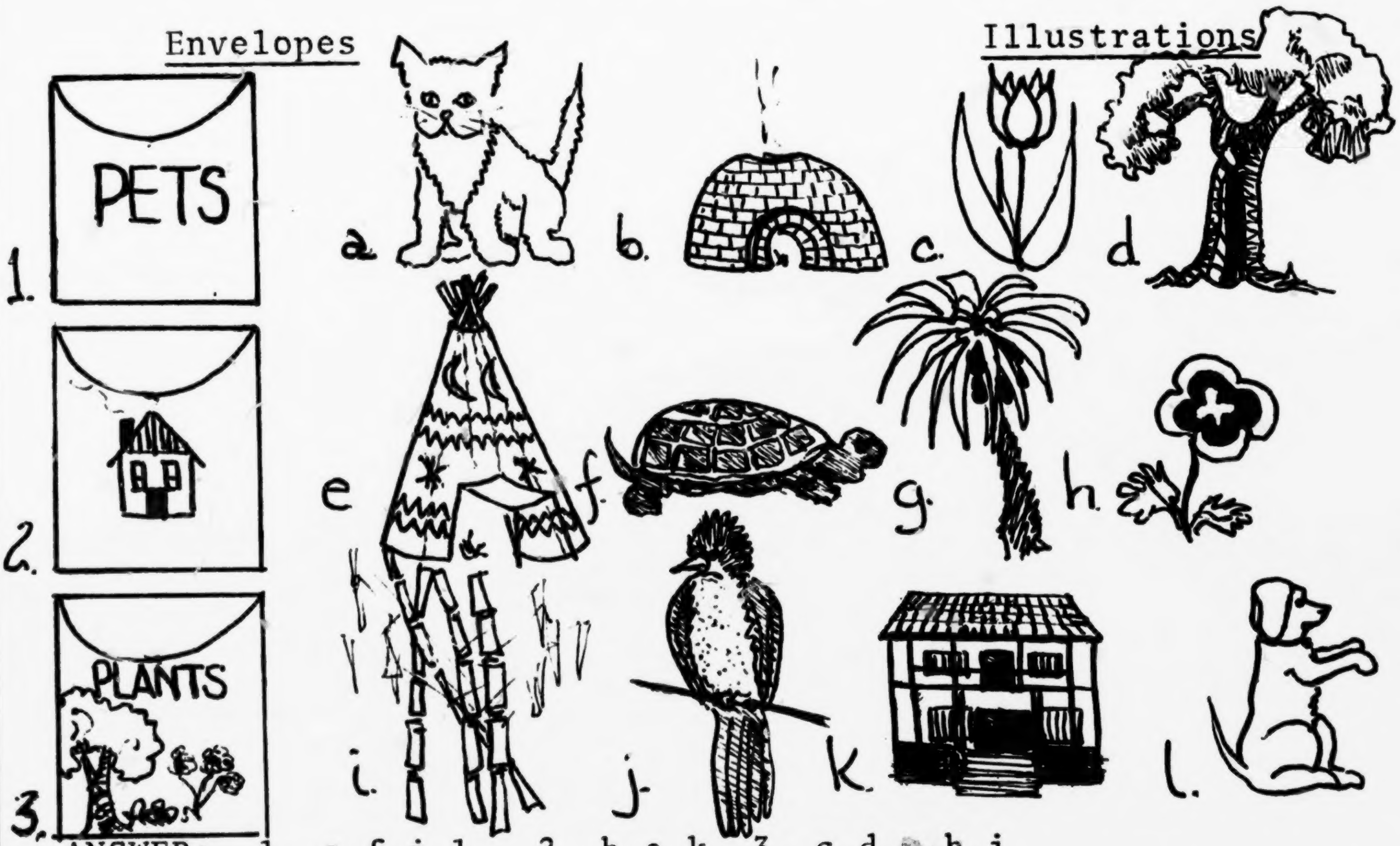
IOX Acceptability Rating: 1 Grade K-1

Major Category: Study Skills

Sub-Category: Use of References--Library

OBJECTIVE: Given several large envelopes bearing labels and/or indicative pictures and a set of illustrations, the student will classify the illustrations by placing them in the proper envelopes.

SAMPLE ITEM: Classify these illustrations by placing them in the proper envelopes.


Envelopes
Illustrations
PETS
1.
2.
PLANTS
3.
a.
b.
c.
d
e
f.
g.
h.
i.
j.
k.
l.

ANSWER: 1. a,f,j,l 2. b,e,k 3. c,d,[illegible]h,i

Objective 57

IOX Acceptability Rating: 1

Reading

Grade K-1

Major Category: Study Skills

Sub-Category: Organizing Information - Classifying

OBJECTIVE: Given two headings and a list of items, the student will classify each one under its proper categorial heading.

SAMPLE ITEM: Place the following items under the headings where they belong.

spaceship
fish
whale
space suit
shells
capsule food
octopus
craters
sea weed
star fish

1. Underwater
2. On the moon

ANSWERS:

1. Underwater	2. On the moon
fish	spaceship
whale	space suit
shells	capsule food
octopus	craters
sea weed	
star fish	

Objective 58 Reading

IOX Acceptability Rating: 1 Grade 1-6

Major Category: Word Recognition - Structural Analysis

Sub-Category: Abbreviations

OBJECTIVE: Given a list of words commonly used in correspondence, the student will write the correct abbreviation for each one.

SAMPLE ITEM: Write one abbreviation for each of these terms:

1. Avenue
2. Rural Route
3. Street
4. Boulevard
5. United States of America
6. New York
7. Post Office
8. Oregon

ANSWERS:

1. Ave.
2. R.R.
3. St.
4. Blvd.
5. U.S.A.
6. N.Y.
7. P.O.
8. Ore.

Objective 59
IOX Acceptability Rating: 1

Reading
Grade 1-6

Major Category: Word Recognition - Structural Analysis
Sub-Category: Abbreviations

OBJECTIVE: Given words denoting liquid and linear measurement, the student will write the correct abbreviation for each one.

SAMPLE ITEM: Write the abbreviation for each of these terms:

1. foot
2. pound
3. teaspoon
4. gallon
5. ounce
6. quart
7. meter
8. yard

ANSWERS:

1. ft.
2. 16.
3. tsp.
4. gal.
5. oz.
6. qt.
7. m
8. yd.

Objective 60 Reading

TOX Acceptability Rating: 1 Grade 1-6

Major Category: Word Recognition - Structural Analysis

Sub-Category: Abbreviations

OBJECTIVE: Given abbreviations denoting time measurements, the student will supply the correct meaning for each one.

SAMPLE ITEM: Supply the correct meaning for each of these abbreviations:

1. P.M.
2. B.C.
3. wk.
4. yr.
5. mo.
6. Tues.
7. hr.
8. Apr.

ANSWER:

1. afternoon, evening
2. before Christ
3. week
4. year
5. month
6. Tuesday
7. hour
8. April

Major Category: Comprehension--Vocabulary Word Meaning

Sub-Category: Using Context

For objectives, see Word Recognition: Context

Objective 61

IOX Acceptability Rating: 2

Reading

Grade 1-6

Major Category: Comprehension

Sub-Category: Oral Reading

OBJECTIVE: The student will read orally at an appropriate rate.

SAMPLE ITEM: Self-evident.

Objective 62

IOX Acceptability Rating: 2

Reading

Grade 1-6

Major Category: Comprehension

Sub-Category: Oral Reading

OBJECTIVE: Given a passage to read aloud, the student will enunciate clearly and distinctly.

SAMPLE ITEM: Self-evident.

Objective 63 Reading

IOX Acceptability Rating: 2 Grade 1-6

Major Category: Comprehension

Sub-Category: Oral Reading

OBJECTIVE: Given a passage to read aloud, the student will phrase correctly.

SAMPLE ITEM: Self-evident.

Objective 64 | Reading
IOX Acceptability Rating: 2 | Grade 1-6

Major Category: Comprehension
Sub-Category: Oral Reading

OBJECTIVE: Given a passage to read aloud, the student will complete each thought unit without pausing.

SAMPLE ITEM:	Read these sentences aloud.
Grade One:	Tom went to school.
Grade Two:	The dog barked loudly/at the cat.
Grade Three:	Down the middle of the long road,/ the jolly peddler marched.
Grades Four-Six:	Use appropriate graded material.
ANSWERS:	Self-evident.

Objective 65 Reading

IOX Acceptability Rating: 2 Grade 1-6

Major Category: Comprehension

Sub-Category: Oral Reading

OBJECTIVE: Given a passage to read aloud, the student will observe punctuation marks and vary his voice accordingly.

SAMPLE ITEM: Self-evident.

Objective 66 Reading

IOX Acceptability Rating: 2 Grade 1-6

Major Category: Comprehension

Sub-Category: Oral Reading

OBJECTIVE: Given a passage to read aloud, the student will read smoothly, without jerkiness and hesitation.

SAMPLE ITEM: Self-evident.

Objective 67

IOX Acceptability Rating: 2

Reading

Grade 1-6

Major Category: Comprehension

Sub-Category: Oral Reading

OBJECTIVE: Given a passage to read aloud, the student will maintain a pleasing voice quality.

SAMPLE ITEM: Self-evident.

Objective 68

IOX Acceptability Rating: 2

Reading

Grade 1-6

Major Category: Comprehension

Sub-Category: Oral Reading

OBJECTIVE: Given a selection to read aloud, the student will use suitable pitch and volume of voice, enabling all class members to hear adequately.

SAMPLE ITEM: Self-evident.

Objective 69 Reading

IOX Acceptability Rating: 2 Grade 1-6

Major Category: Comprehension

Sub-Category: Oral Reading

OBJECTIVE: The student will read orally without feeling tension or strain.

SAMPLE ITEM: Self-evident.

Objective 70 Reading

IOX Acceptability Rating: 1 Grade 1-6

Major Category: Study Skills

Sub-Category: Reading Rate - Speed

OBJECTIVE: Given a selection for recreational reading, the student will demonstrate adjustment of his reading rate for rapid comprehension of its content by listing the main ideas within a specific time limit.

SAMPLE ITEM: Read this selection and list its main ideas within two minutes.

Man covets sea turtles for their meat, oil, shells and particularly their eggs, and in recent years his harvest has been so thorough that the ancient reptiles have all but disappeared in many parts of the world. Though all five types are in jeopardy, the green sea turtle--prized by gourmets as the essence of turtle soup--is especially threatened.

ANSWER: Man uses sea turtles for their meat, oil, shells, and eggs. These reptiles have almost disappeared because of man. All five types are in danger of extinction, especially the green sea turtle.

Objective 71 Reading

IOX Acceptability Rating: 1 Grade 1-6

Major Category: Study Skills

Sub-Category: Organizing Information - Summarizing

OBJECTIVE: Given reading material of suitable difficulty and length, the student will state its main ideas, facts or concepts.

SAMPLE ITEM: Read this passage and state its main facts.

The Alaskan fur seal, a mammal who was in danger of becoming extinct and whose fur pelt sells for more than mink, has reappeared for the first time in 130 years off the California coast. This is the first time biologists have found northern fur seals breeding south of Alaska, although colonies may have occured here prior to about 1830. The fur seal's present home is 3,000 miles away in the Bering Sea.

An assistant professor of biology and an assistant professor of psychology have established an observation post near the colony on San Miguel Island to study its size and behavior. They are receiving support from the U.S. Fish and Wildlife Service. They will be studying the seals to find how rapidly the populations of seals grow, and what factors limit growth. They are measuring the reproductive rate, the mortality rate, the number of young born per lifetime to each female, and the breeding activities of the males.

ANSWER: The Alaskan fur seal of the Bering Sea nearly became extinct. It has just reappeared in colonies off the California coast for the first time in 130 years. Two professors have established a post on San Miguel Island to study these seals. They will be measuring their factors of population growth and decline.

Objective 72

IOX Acceptability Rating: 1

Reading

Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory Discrimination--Rhyming Words

OBJECTIVE: Given a list of words, the student will identify those which rhyme.

SAMPLE ITEM: Identify the words that rhyme:

1. look
2. book
3. sand
4. took

ANSWER: 1, 2, 4

Objective 73 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory Discrimination--Rhyming Words

OBJECTIVE: Given a simple poem, the student will identify the words that rhyme.

SAMPLE ITEM: Listen to this poem. Then identify the words that rhyme.

"Jack be nimble,
Jack be quick,
Jack jump over the candlestick."

ANSWER: quick, candlestick

Objective 74 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory Discrimination: Rhyming Words

OBJECTIVE: Given a new word, the student will name two other words which have the same rhyming ending.

SAMPLE ITEM: Name two words which have the same rhyming ending as: FAN

ANSWER: can, man, pan, Dan, Jan, tan

Objective 75 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory Discrimination--Rhyming Words

OBJECTIVE: Given a rhyming couplet with an incomplete last line and a group of words, the student will select the word which best completes the rhyme.

SAMPLE ITEM: Select the word from the list that completes the rhyme.

The boy can see
The bird in the ____.

ball
get
mat
tree

ANSWER: tree

Objective 76

IOX Acceptability Rating: 1

Reading

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Sight Words

OBJECTIVE: Given pre-primer and primer level words selected from the Dolch Basic Sight Vocabulary List, the student will recognize any word after three seconds of exposure.

SAMPLE ITEM: Use words from the Dolch Basic Sight Vocabulary list of 200 words.

ANSWER: Self-evident

Objective 77 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Sight Words

OBJECTIVE: Given a list of words and a word read aloud from that list, the student will circle the word on the list identical to the word given orally.

SAMPLE ITEM: The teacher will say the word jump. He will then ask the students to circle the word jump on the list of words.

fast can father jump find

ANSWER: [✓ jump]

Objective 78

IOX Acceptability Rating: 1

Reading

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given any letter of the alphabet, the student will identify it as being either a vowel or a consonant.

SAMPLE ITEM: Identify the following letters as being either a vowel or a consonant.

1. a
2. l
3. z
4. m
5. e
6. i

ANSWER:

1. vowel
2. consonant
3. consonant
4. consonant
5. vowel
6. vowel

Objective 79

Reading

IOX Acceptability Rating: 1

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Initial Consonants

OBJECTIVE: Given a consonant and a list of three words, the student will identify the word beginning with the same consonant.

SAMPLE ITEM: 1. Identify the word beginning with the consonant l.

a. blue
b. fall
c. like

2. Identify the word beginning with the consonant m.

a. man
b. walk
c. said

ANSWERS: 1. c
2. a

Objective 80 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Initial Consonants

OBJECTIVE: Given a word orally and a list of letters, the student will match the word's initial consonant sound with its corresponding sound on the list.

SAMPLE ITEM: Match the initial consonant of the word cowboy with its sound.

b

c

d

ANSWER: c

Objective 81 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Initial Consonants

OBJECTIVE: Given orally the sound of any initial consonant in an exemplary word, and a written list of several words, one of which contains the same initial sound, the student will match the sound heard with the word having the same initial consonant.

SAMPLE ITEM: Match the beginning consonant of YARN with the word in this list having the same initial sound.

1. house
2. yellow
3. milk

ANSWER: 2. yellow

Objective 82 Reading

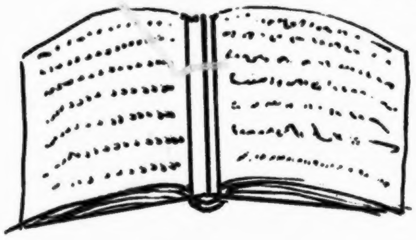
IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Initial Consonants

OBJECTIVE: Given a picture with a title missing its beginning consonant, the student will fill in the initial consonant.

SAMPLE ITEM: Write in the missing initial consonant of the title of this picture.



_ook

ANSWER: b

Objective 83 Reading

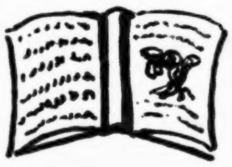
IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

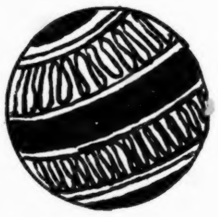
Sub-Category: Auditory-Visual Perception--Initial Consonants

OBJECTIVE: Given a consonant and a set of pictures, some of which depict objects that begin with the same consonant, the student will identify those illustrations beginning with the consonant.

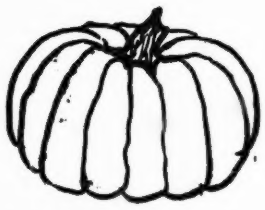
SAMPLE ITEM: Identify the pictures beginning with the consonant sound B.



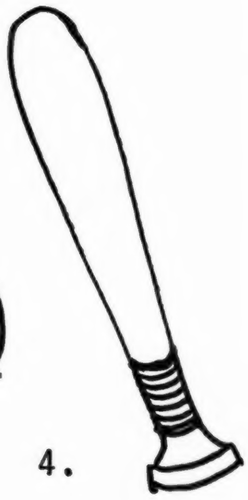
1.



2.



3.



4.

ANSWERS: 1, 2, 4

Objective 84 Reading

IOX Acceptability Rating: 1 Grade 1

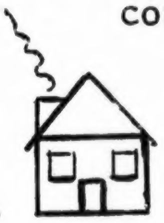
Major Category: Word Recognition--Phonetic Analysis

Sub Category: Autory-Visual Perception--Initial Consonants

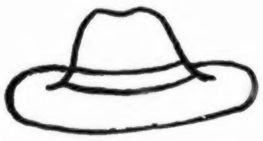
OBJECTIVE: Given a group of pictures depicting objects which begin with the same consonant, the student will state the name of the object and its initial consonant.

SAMPLE ITEM: Name the picture and state its beginning consonant.

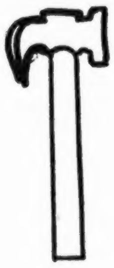
1.



2.



3.



ANSWER:

1. house h
2. hat h
3. hammer h

Objective 85 Reading

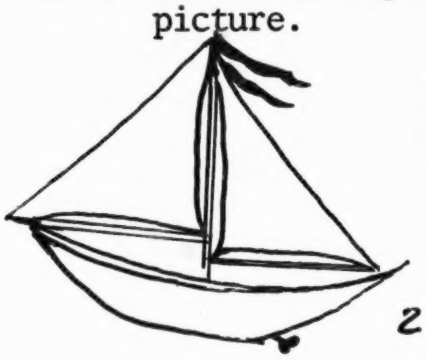
IOX Acceptability Rating: 1 Grade 1

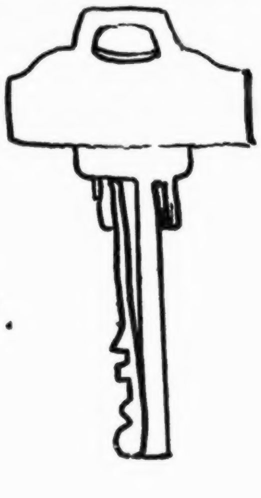
Major Category: Word Recognition--Phonetic Analysis

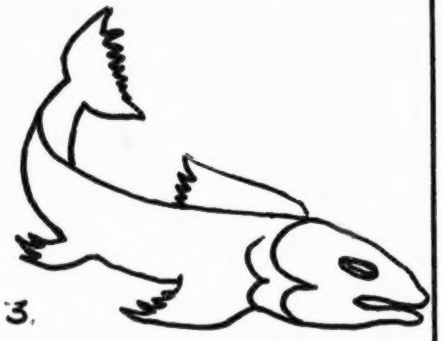
Sub-Category: Auditory-Visual Perception--Initial Consonant Sounds

OBJECTIVE: Given several pictures, the student will write the beginning consonant of the word represented in each illustration.

SAMPLE ITEM: Write the beginning consonant for the word in each picture.







ANSWER:
1. b
2. k
3. f

Objective 86 Reading

IOX Acceptability Rating: 1 Grade 1

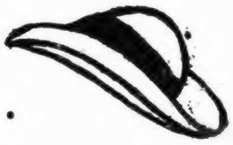
Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Initial Consonants

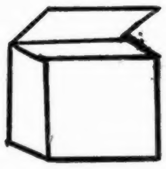
OBJECTIVE: Given pictures of objects which begin with different letters and a group of letters, the student will match the objects to the letters with which they begin.

SAMPLE ITEM: Match each object to the letter it begins with.

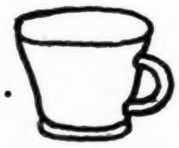
1.



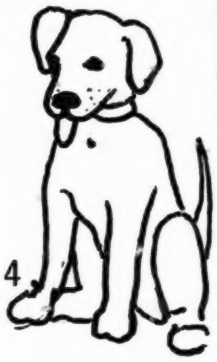
2.



3.



4.



H A Q D L F B C T

ANSWERS:

1. H
2. B
3. C
4. D

Objective 87

IOX Acceptability Rating: 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception Consonants

OBJECTIVE: Given a magazine and any initial consonant, the student will find pictures of objects in the magazine beginning with that consonant.

SAMPLE ITEM: Cut out pictures of objects from this magazine which begin with the consonant M.

ANSWERS:
milk
mother
money
mouse
mitten

Objective 88 Reading

IOX Acceptability Rating: 2 Grade 1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Initial Consonant Substitution

OBJECTIVE: Given a familiar word and a list of consonants, the student will form new words by substituting each of the consonants for the initial one in the original word. The student will pronounce each newly formed word.

SAMPLE ITEM: Substitute the consonants p, h, r, and m for the beginning one in the word cat. Pronounce each new word.

ANSWER:

1. pat
2. hat
3. rat
4. mat

Objective 89

IOX Acceptability Rating: 1

Reading

Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Medial Consonants

OBJECTIVE: Given a written list of letters and a word orally, the student will identify its medial consonant on the list.

SAMPLE ITEM: Identify on this list of letters the consonant heard in the middle of the word LITTLE.

1. p
2. t
3. s

ANSWER: 2. t

Objective 90

IOX Acceptability Rating: 1

Reading

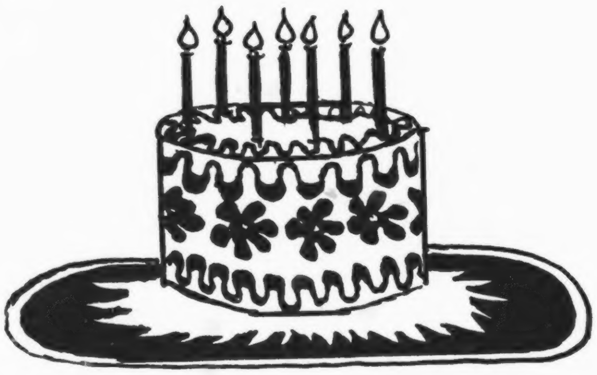
Grade 1

Major Category: Word Recognition: Phonetic Analysis

Sub Category: Auditory-Visual Perception--Initial and Final Consonants

OBJECTIVE: Given a picture of an object having an initial or final consonant and a list of words, the student will select the word on the list which begins or ends with the same consonant.

SAMPLE ITEM: Select the word on the list beginning with the same consonant as the object in this picture:



1. farm
2. jump
3. cart
4. went

ANSWER: 3. cart

Objective 91

IOX Acceptability Rating: 1

Reading

Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Final Consonants

OBJECTIVE: Given orally a word ending in a consonant, and a written list of letters, the student will identify that final consonant on the list.

SAMPLE ITEM: Identify the letter on this list heard at the end of the word PAPERS.

1. t
2. s
3. g
4. r

ANSWER: 2. s

Objective 92 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Final Consonants

OBJECTIVE: Given orally a word ending in a consonant and a written list of words, the student will locate the word in the list having the same final consonant.

SAMPLE ITEM: Locate the word in this list having the same final consonant as mother.

1. mountain
2. paper
3. read

ANSWER: 2. paper

Objective 93 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Final Consonants

OBJECTIVE: Given a list of consonants and a picture of an object ending in a consonant, the student will select from the list the final consonant of the word depicted in the illustration.

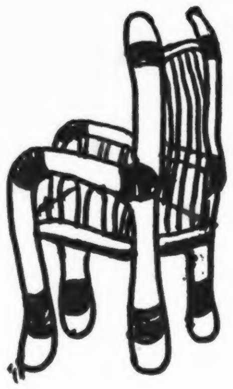
SAMPLE ITEM: Select the consonant ending the word of the object shown in this picture.

C

D

R

W



ANSWER: R

Objective 94 Reading

IOX Acceptability Rating: 2 Grade 1

Major Category: Word Recognition-Phonetic Analysis

Sub-Category: Auditory-Visual Perception-Consonants

OBJECTIVE: Given words containing the initial, medial or final p sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

puff
pet
pad

apple
paper
open

deep
shop
cap

ANSWERS: Self-evident

Objective 95

IOX Acceptability Rating: 2

Reading

Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given words containing the initial, medial or final t sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

tell
take
tie

water
after
better

fast
feet
cut

ANSWERS: Self-evident

Objective 96

Reading

IOX Acceptability Rating: 1

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory - Visual Perception---Consonants

OBJECTIVE: Given words orally containing a consonant in the initial, medial or final position, the student will identify the position of the consonant in each word.

SAMPLE ITEM: Identify the position of the consonant m in these words:

1. milk
2. coming
3. him

Answers:
1. initial
2. medial
3. final

Objective 97 Reading

IOX Acceptability Rating: 1 Grade 1

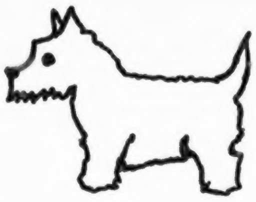
Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonants

OBJECTIVES: Given a picture of a word and one of its consonants, the student will identify the position of that consonant sound within the word.

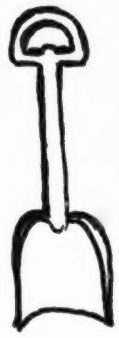
SAMPLE ITEM: State the position of the consonant in each word depicted by these illustrations.

1.



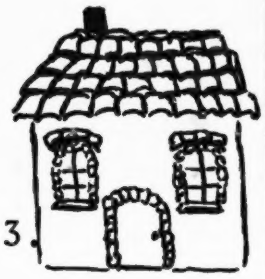
g

2.



v

3.



h

ANSWERS:

1. end
2. middle
3. beginning

Objective 98

Reading

IOX Acceptability Rating: 2

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory - Visual Perception---Blends

OBJECTIVE: Given a list of words having a consonant blend in the initial or final position, the student will pronounce each one.

SAMPLE ITEM: Pronounce the following words.

must
dust
bring
glad
list
flag
ask
stop

Answer: Self-evident

Objective 99 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonant Blends

OBJECTIVE: Given a word orally beginning with a consonant blend, the student will write that blend.

SAMPLE ITEM: Write down the blend beginning the word stop.

ANSWER: st

Objective 100 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonant Blends

OBJECTIVE: Given a word and a list of blends, the student will identify the blend contained in the word.

SAMPLE ITEM: Identify the blend in stop on this list

1. sw
2. sp
3. st

ANSWER: 3. st

Objective 101 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonant Blends

OBJECTIVE: Given a list of words and a consonant blend, the student will match that blend with the word containing the same blend.

SAMPLE ITEM: Match the blend in bl̲ack with the word containing the same blend.

1. brown
2. play
3. blue

ANSWER: 3. blue

Objective 102 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonant Blends

OBJECTIVE: Given orally a group of words beginning with the same blend, [illegible] student will state two other words having the same initial blend.

SAMPLE ITEM: State two words beginning with the same initial blend as:

tray

try

tree

ANSWER: train, trade, triangle, treat, trip, truck, trunk

Objective 103 Reading

IOX Acceptability Rating: 1 Grade 1

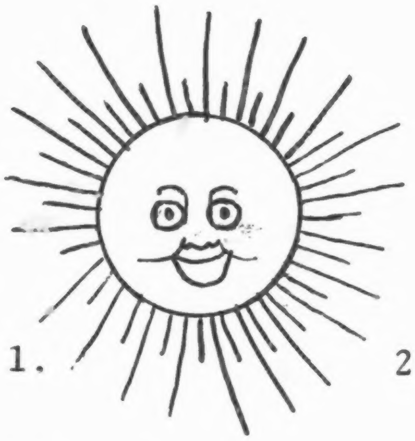
Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Blends

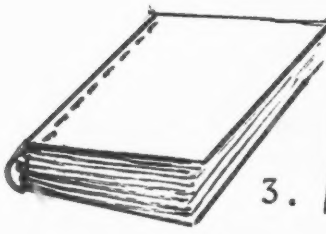
OBJECTIVE: Given several pictures, the student will identify the illustration which depicts a word beginning with a consonant blend.

SAMPLE ITEM: Identify the picture beginning with a consonant blend.

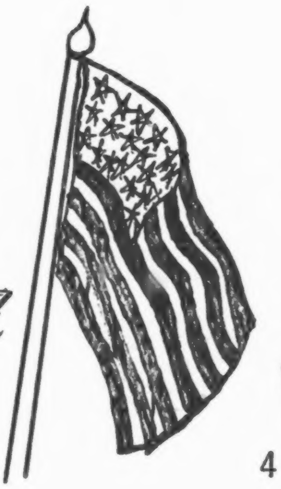
1.



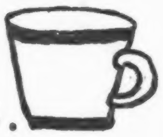
2.



3.



4.



ANSWER: 3

Objective 104 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonant Digraphs

OBJECTIVE: Given a written list of digraphs and a word orally beginning with one of the digraphs, the student will identify the digraph which begins that word.

SAMPLE ITEM: Identify the digraph which begins the word CHIRP.

1. sh
2. th
3. ch
4. wh

ANSWER: 3. ch

Objective 105

IOX Acceptability Rating: 1

Reading

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub Category: Auditory-Visual Perception - Consonant Digraphs

OBJECTIVE: Given a row of words, one of which begins with a consonant digraph different than the others, the student will identify that word.

SAMPLE ITEM: Identify the word having a different beginning digraph sound.

A.	1. the	2. then	3. white	4. there
B.	1. chair	2. church	3. shoe	4. chin
C.	1. where	2. she	3. what	4. why

ANSWER:

A. 3. white

B. 3. shoe

C. 2. she

Objective 106 Reading

IOX Acceptability Rating: 2 Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception --Vowels

OBJECTIVE: Given individual letters of the alphabet, the student will identify each one as either a vowel or consonant.

SAMPLE ITEM: Identify each of the following letters as a vowel or consonant by holding up a card marked V for vowel and C for consonant.

1. m 2. a 3. e 4. p

ANSWERS:
1 C
2. V
3. V
4. C

Objective 107

IOX Acceptability Rating: 2

Reading

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given one-syllable words having the short a vowel in the initial or medial position, the student will blend the sound patterns together to pronounce these words.

SAMPLE ITEM: Pronounce the following words.

cab	can	bad	bag	at	cap	am	Al
jab	Dan	dad	nag	bat	lap	dam	Hal
tab	man	had	sag	fat	map	ham	pal
lab	fan	fad	rag	cat	nap	jam	Sal

ANSWER: Self-evident

Objective 108 Reading

IOX Acceptability Rating: 2 Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given one-syllable words having the short e vowel in the initial or medial position, the student will blend the sound patterns together to pronounce the words.

SAMPLE ITEM: Pronounce the following words.
bet beg Ben bed pep
get leg den fed yes web
jet peg hen led hem

ANSWER: Self-evident

Objective 109

IOX Acceptability Rating: 2

Reading

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given one-syllable words having the short *i* vowel in the initial or medial position and one consonant in the initial and/or final position, the student will blend the sound patterns together to pronounce these words.

SAMPLE ITEM: Pronounce the following words.

it
bit
fit
hit
in
bin
fin
pin
big
dig
fig
jig
did
lid
hid
rid
him
Jim
rim
Tim
dip
hip
lip
rip

ANSWER: Self-evident

Objective 110
IOX Acceptability Rating: 2

Reading
Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given one-syllable words having the short o vowel in the initial or medial position, the student will blend the sound patterns together to pronounce these words.

SAMPLE ITEM: Pronounce the following words:

box
fox
ox
lox
pox
cot
dot
got
hot
jot
on
Don
mom
Tom
nod
pod
rod
sod
cod
hop
mop
pop
top
sop
Bob
cob
job
rob
sob

ANSWER: Self-evident

Objective 111

IOX Acceptability Rating: 2

Reading

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given one-syllable words having a short u vowel in the initial or medial position, the student will blend the sound patterns together to pronounce these words.

SAMPLE ITEM: Pronounce the following words:

cub rub tub
but cut hut
bug dug hug
bun fun run
bud mud cud
cup pup up
bus gus us
mum sum bum

ANSWER: Self-evident

Objective 112

IOX Acceptability Rating: 2

Reading

Grade One

Major Category: Word Recognition---Phonetic Analysis

Sub-Category: Auditory-Visual Perception---Short Vowels

OBJECTIVE: Given one-syllable words having the short a or i in the initial or medial position and one consonant in the initial and/or final position, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

at	it
bat	bit
fat	fit
hat	hit

ANSWER: Self-evident

Objective 113
IOX Acceptability Rating: 2

Reading
Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given one-syllable words having a mixed selection of vowels in the medial position, the student will blend the sound patterns together to pronounce these words.

SAMPLE ITEM: Pronounce the following words.

him tip hat cot sit
ham top hot cat sat
hum tap hit cut set

ANSWER: Self-evident

Objective 114 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Vowels

OBJECTIVE: Given any vowel and a group of mixed letters in manuscript writing which are similar in shape, the student will identify all the letters in the group that are the same as the given vowel.

SAMPLE ITEM: Identify all the vowels in this group which are the same as u.

1. u 2. n 3. w 4. v 5. u

ANSWER: 1, 5

Objective 115 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Vowels

OBJECTIVE: Given any vowel and a group of mixed letters in manuscript writing which are grossly different in shape, the student will identify all the letters in the group that are the same as the given vowel.

SAMPLE ITEM: Identify all the letters in this group which are the same as a.

1. a 2. a 3. t 4. m 5. w

ANSWER: 1, 2

Objective 116

Reading

IOX Acceptability Rating: 1

Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given a word orally and a written list of vowels, the student will identify the short vowel heard in that word.

SAMPLE ITEM: Identify the vowel heard in the word put.

1, a
2. i
3. u

ANSWER: 3. u

Objective 117

IOX Acceptability Rating: 1

Reading

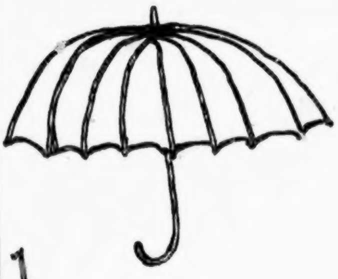
Grade One

Major Category: Word Recognition-Phonetic Analysis

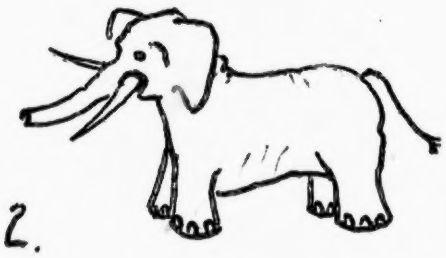
Sub Category: Auditory-Visual Perception - Initial Vowels

OBJECTIVE: Given three pictures of objects beginning with a short vowel, the student will identify the objects depicted and the vowels with which each begins.

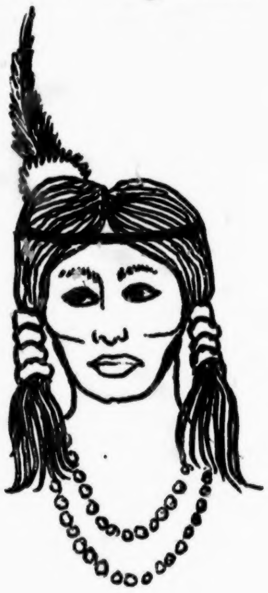
SAMPLE ITEM: Identify the objects in these pictures, and the vowel with which each begins.



1.



2.



3.

ANSWERS:

1. umbrella u
2. elephant e
3. Indian i

Objective 118 Reading

IOX Acceptability Rating: 1 Grade 1

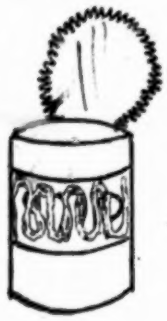
Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Short Vowels

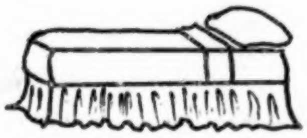
OBJECTIVE: Given a row of pictures, the student will identify those having the same vowel sound as the first illustration.

SAMPLE ITEM: Identify the pictures having the same vowel sound as the first one.

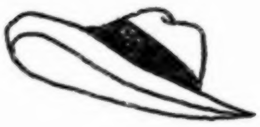
1.



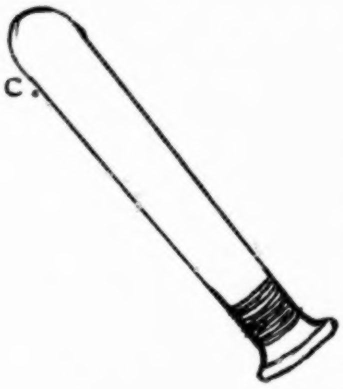
a.



b.



c.



ANSWER: b and c

Objective 119 Reading

IOX Acceptability Rating: 1 Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given pairs of words orally, the student will state whether the words in each pair begin with the same or a different short vowel sound.

SAMPLE ITEM: Listen to the sounds at the beginning of these pairs of words. State whether the words in each pair begin with the same or different sounds.

1. an - on
2. and -ask
3. add -odd
4. at - as
5. at - it
6. and - end

ANSWERS:
1. different
2. same
3. different
4. same
5. different
6. different

Objective 120 Reading

IOX Acceptability Rating: 1 Grade One

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given a group of words orally having a single vowel with the same sound pattern, the student will name additional words with that vowel sound.

SAMPLE ITEM: Name other words having the same vowel sound pattern as:

1. mat, cat, fat
2. fit, fin, fish
3. make, cake, rake

ANSWER:

1. rang, rat, hat
2. fix, miss, list
3. rate, tale, take

Objective 121 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition - Structural Analysis

Sub-Category: Plural Nouns

OBJECTIVE: Given a set of singular nouns whose plurals are formed by adding s or es, the student will write their plurals.

SAMPLE ITEM: Write the plurals of these nouns:

1. cow
2. dish
3. boy
4. dress

ANSWER:

1. cows
2. dishes
3. boys
4. dresses

Objective 122

IOX Acceptability Rating: 1

Reading

Grade One

Major Category: Word Recognition - Structural Analysis

Sub-Category: Combination Words - Compound Words

OBJECTIVE: Given a list of compound words, the student will identify the two words used to form each one.

SAMPLE ITEM: Identify the two words used to form these compound words.

1. grandfather
2. farmyard
3. something
4. goldfish
5. butterfly
6. bedtime
7. cowboy
8. classroom

ANSWERS:

1. grand father
2. farm yard
3. some thing
4. gold fish
5. butter fly
6. bed time
7. cow boy
8. class room

Objective 123

IOX Acceptability Rating: 1

Reading

Grade 1

Major Category: Word Recognition--Structural Analysis

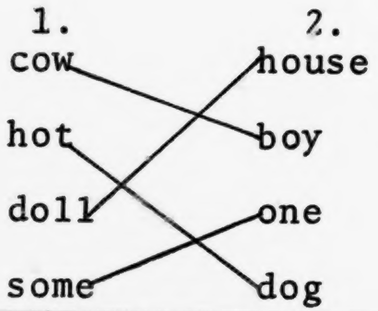
Sub-Category: Compound Words

OBJECTIVE: Given two lists, each of which are composed of one of the parts of familiar two-part compound words, the student will match the word parts in order to re-form each compound word.

SAMPLE ITEM: Match these words to make them into compound words.

1.	2.
cow	house
hot	boy
doll	one
some	dog

ANSWERS:



Objective 124 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Structural Analysis

Sub-Category: Suffixes

OBJECTIVE: Given a sentence containing a word missing its suffix, and a choice of suffixes, the student will select the suffix which completes that word.

SAMPLE ITEM: Select the correct suffix for the underlined word in each sentence.

1. The boy work (s,ed) in the yard now.
2. Father could not get the car start (s,ed).
3. Mother has a wood (en, er) spoon.
4. Today I heard a bird sing (s, ing, er).

Answers:

1. s
2. ed
3. en
4. ing

Objective 125
Reading

IOX Acceptability Rating: 1
Grade 1

Major Category: Word Recognition - Structural Analysis

Sub-Category: Prefixes

OBJECTIVE: Given a list of words containing the prefixes a and be with several distractors, the student will identify each prefix.

SAMPLE ITEM: Identify the prefixes a and be in the following words.

1. all
2. around
3. before
4. beg
5. beside
6. away

ANSWER:

2. around
3. before
5. beside
6. away

Objective 126 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition - Structual Analysis

Sub-Category: Possessives

OBJECTIVE: Given phrases in pairs, one of which shows possession, the student will identify the phrase containing possession.

SAMPLE ITEM: Identify the phrase in these pairs which contains possession.

1. a. the boy's dog
   b. the boys at school

2. a. the black hens
   b. the hen's egg

ANSWER: 1.a.
2.b.

Objective 127 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition-Structural Analysis

Sub-Category: Possession

OBJECTIVE: The student will recognize an instance where possession is shown in a given sentence by adding an apostrophe where needed.

SAMPLE ITEM: Locate each word showing possession in these sentences by adding an apostrophe.

1. The trees leaves are green.
2. This is the dolls dress.
3. Pick up Johns hat.

ANSWERS:

1. tree's
2. doll's
3. John's

Objective 128 Reading

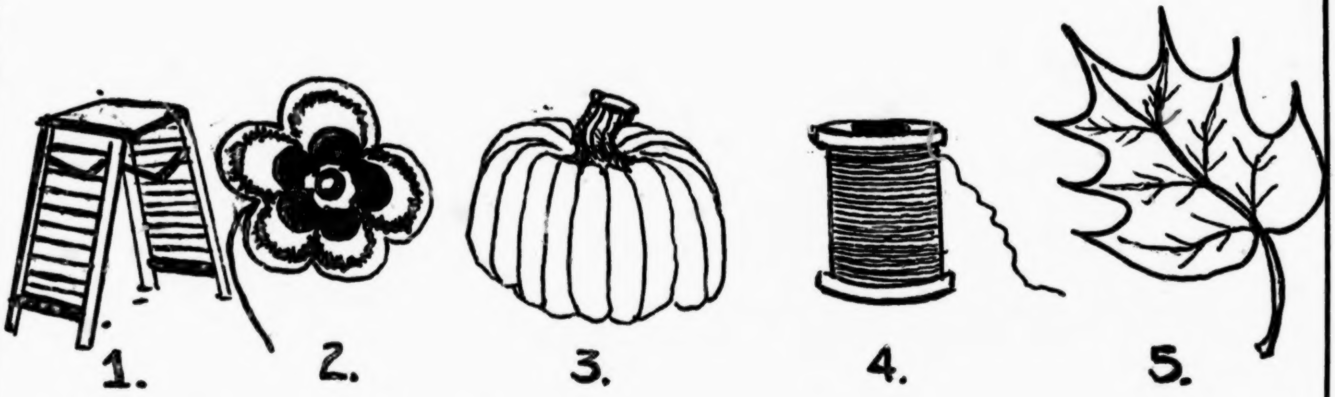
IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition-Structural Analysis

Sub Category: Syllabication

OBJECTIVE: Given a set of pictures depicting one or two syllable words, the student will identify the number of syllables in each

SAMPLE ITEM: Identify the number of syllables in the words depicted by these pictures.



ANSWERS:

1. 2
2. 2
3. 2
4. 1
5. 1

Objective 129 Reading

IOX Acceptability Rating: 1 Grade One

Major Category: Word Recognition - Structural Analysis

Sub-Category: Syllabication

OBJECTIVE: Given a set of words containing one or more vowels, but only one vowel sound, the student will identify the number of vowels and syllables in each word.

SAMPLE ITEM: Identify the number of vowels and syllables in each of these words.

1. ball
2. look
3. rainy
4. please

ANSWERS:

	vowels	syllables
1.	one	one
2.	two	one
3.	two	two
4.	three	one

Objective 130 Reading

IOX Acceptability Rating: 1 Grade One

Major Category: Word Recognition - Structural Analysis

Sub-Category: Syllabication

OBJECTIVE: Given a set of words containing two or more vowels, but only two vowel sounds, the student will identify the number of vowels and syllables in each word.

SAMPLE ITEM: Identify the number of vowels and syllables in each of these words.

1. raccoon
2. before
3. airplane
4. corner
5. feather
6. again

ANSWERS:

vowels	syllables
1. 3	2
2. 3	2
3. 4	2
4. 2	2
5. 3	2
6. 3	2

Objective 131 | Reading
IOX Acceptability Rating: 1 | Grade One

Major Category: Word Recognition - Structural Analysis

Sub-Category: Syllabication

OBJECTIVE: Given a list of two syllable words containing double medial consonants, the student will divide the words into their syllables.

SAMPLE ITEM: Divide these words into their syllables.

1. ladder
2. rabbit
3. happy
4. yellow
5. letter
6. dinner

ANSWERS:

1. lad-der
2. rab-bit
3. hap-py
4. yel-low
5. let-ter
6. din-ner

Objective 132 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition - Structural Analysis

Sub-Category: Syllabication

OBJECTIVE: Given a set of sentences containing words with shifting accents, the student will use the context of each sentence to identify the accent placement of its designated word.

SAMPLE ITEM: Identify the accent of the underlined word in each sentence.

1. The archer had a perfect score of 100.
2. John felt he needed to perfect his bowling.
3. Each week, the pupils record the grade they make.
4. The teacher collects the grades and keeps a record for each pupil.
5. It was necessary to transport water across the western edge of the desert.
6. Many families were forced to desert their homes when the reservoir dam collapsed.

ANSWER:

1. pérfect
2. perféct
3. recórd
4. récord
5. désert
6. desért

Objective 133 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Structural Analysis

Sub-Category: Root Word

OBJECTIVE: Given a list of familiar root words to which beginnings or endings have been added, the student will identify the root word.

SAMPLE ITEM: Underline the root word for each item.

1. jumping
2. walker
3. girls
4. looked

ANSWERS:

1. jumping
2. walker
3. girls
4. looked

Objective 134 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition - Structural Analysis

Sub-Category: Root Words

OBJECTIVE: Given a word containing a suffix and a sentence missing a word, the student will use the root of the given word to complete each sentence.

SAMPLE ITEM: Find the root word in the word at the end of each sentence and write it in the blank space.

1. The girl can ____ rope. (jumping)
2. We get ____ from trees. (wooden)
3. Is sugar as _____ as honey? (sweetest)

ANSWER:

1. jump
2. wood
3. sweet

Objective 135 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Word Recognition--Structural Analysis

Sub-Category: Word Endings

OBJECTIVE: The student will identify word endings of words appearing in a given sentence.

SAMPLE ITEM: Identify the word endings within these sentences.

1. The pretty flowers are blowing in the wind.
2. The bricks of the stores are lined up along the walls.

ANSWER:

1. s, ing
2. s, s, ed, s

Objective 136 Reading

IOX Acceptability Rating: 1 Grade One

Major Category: Word Recognition - Structural Analysis

Sub-Category: Word Patterns

OBJECTIVE: Given ten one-syllable words, seven of which contain a common final word pattern, the student will identify those words having the common pattern.

SAMPLE ITEM: Identify the words having the final word pattern of at.

1. sat
2. bit
3. bat
4. hat
5. mat
6. pet
7. rat
8. pat
9. but
10. that

ANSWERS: 1,3,4,5,7,8,10

Objective 137

IOX Acceptability Rating: 1

Reading

Grade 1

Major Category: Word Recognition - Structural Analysis

Sub-Category: Context

OBJECTIVE: Given a set of incomplete sentences which contain the beginning consonant letter of each missing word, the student will identify the missing words.

SAMPLE ITEM: Identify the missing words in these sentences.

1. I have new shoes, and I can r__ faster than John.
2. The mother cat has two white k______.
3. His ball went over the f____.

ANSWER:

1. run
2. kittens
3. fence

Objective 138 Reading

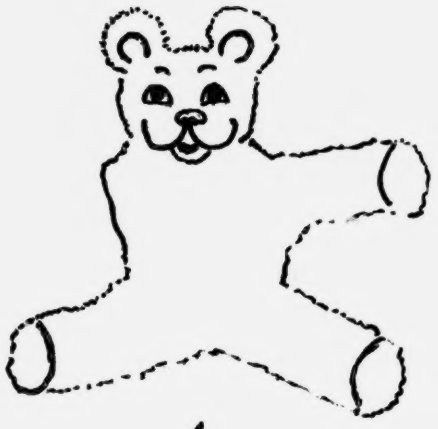
IOX Acceptability Rating: 1 Grade 1

Major Category: Comprehension--Literal

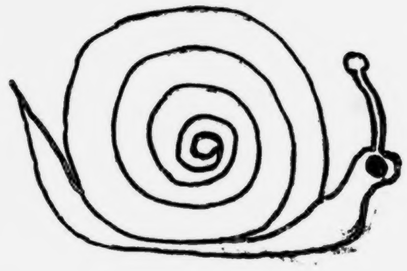
Sub-Category: Noting Details

OBJECTIVE: Given a picture missing an obvious detail, the student will identify that detail.

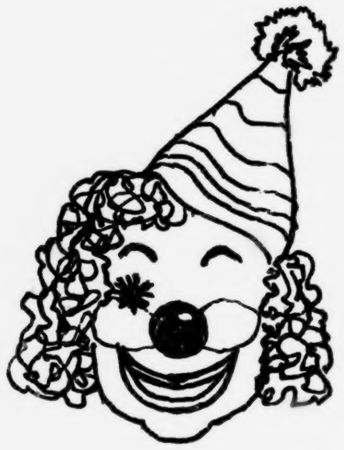
SAMPLE ITEM: Identify what detail is missing in each of these pictures.



1.



2.



3.

ANSWER:
1. one arm
2. one antenna
3. one eye

Objective 139 Reading

IOX Acceptability Rating: 2 Grade One

Major Category: Comprehension -- Literal

Sub-Category: Noting Details & Recalling Facts

OBJECTIVE: Given a series of noun phrases, the student will draw a picture to illustrate each one.

SAMPLE ITEM: Draw a picture of each of the following:

1. a red bicycle
2. an airplace
3. a spotted rabbit with pink ears
4. a train
5. a slide

ANSWER: Self-evident

Objective 140

IOX Acceptability Rating: 1

Major Category: Comprehension--Literal

Sub-Category: Recalling Story Facts

Reading

Grade One

OBJECTIVE: Given a story, the student will draw from memory pictorial representations of its content as directed.

SAMPLE ITEM: Draw the following things from the story of The Brementown Musicians.

1. the instrument played by the dog.
2. how the animals scared the robbers out of the house.
3. where the dog slept in the house.

ANSWERS:

1. a drum
2. a donkey, dog, cat & rooster on top of each other.
3, a dog sleeping in the corner of a room.

Objective 141

IOX Acceptability Rating: 1

Reading

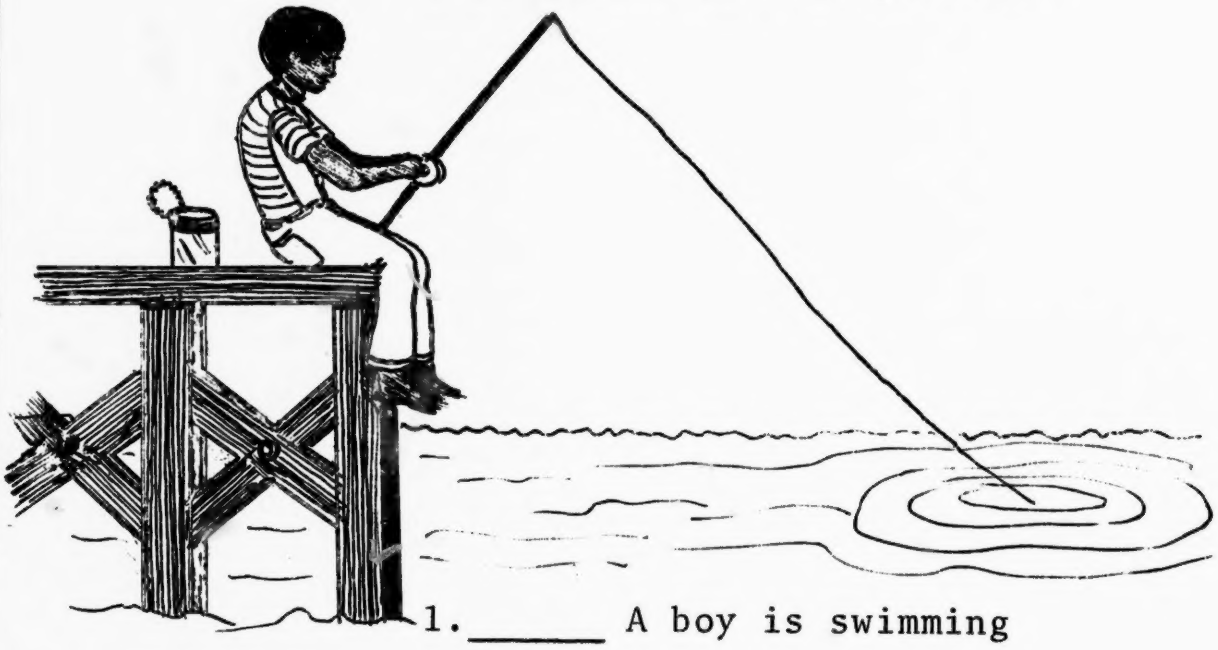
Grade 1

Major Category: Comprehension-Literal

Sub-Category: Main Idea

OBJECTIVE: Given a picture with a list of sentences, the student will select the sentence which best describes the illustration.

SAMPLE ITEM: Put an X in front of the sentence which best describes this picture:



1.______ A boy is swimming

2.______ A boy is fishing

3.______ A boy is running

4.______ A Boy is standing

Answer: 2.___X___ A boy is fishing

Objective 142 Reading

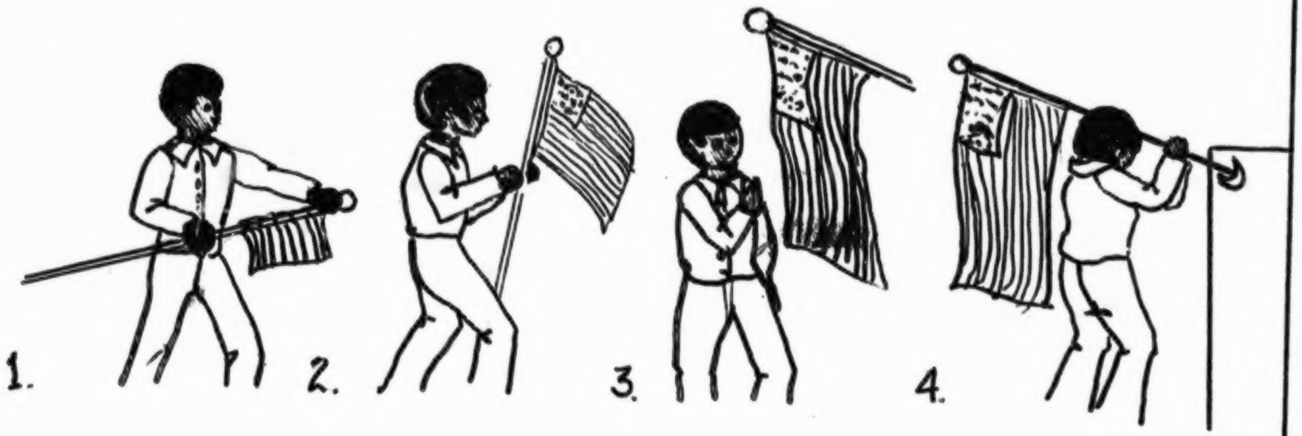
IOX Acceptability Rating: 1 Grade 1

Major Category: Comprehension--Literal

Sub-Category: Organizing To Show Sequence

OBJECTIVE: Given a group of pictures depicting a familiar series of events in scrambled sequence, the student will arrange them in logical order.

SAMPLE ITEM: Arrange these pictures in logical order.



ANSWER: 1, 2, 4, 3.

Objective 143 Reading

IOX Acceptability Rating: 1 Grade 1

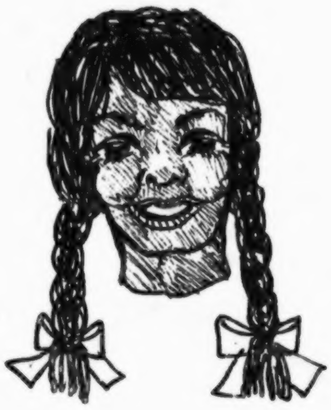
Major Category: Comprehension--Interpretation

Sub-Category: Recognizing Emotional Attitudes

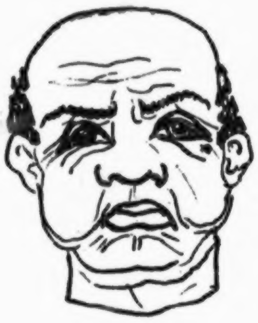
OBJECTIVE: Given pictures which illustrate different emotions, the student will state the emotion depicted by each one.

SAMPLE ITEM: State the emotion depicted by each of these pictures.

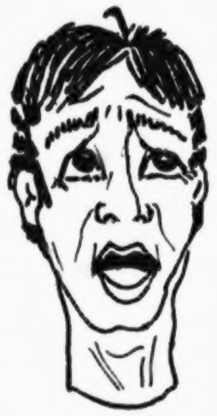
1.



2.



3.



ANSWER:

1. happy, pleasant
2. sad, unhappy
3. scared, frightened

Objective 144 Reading

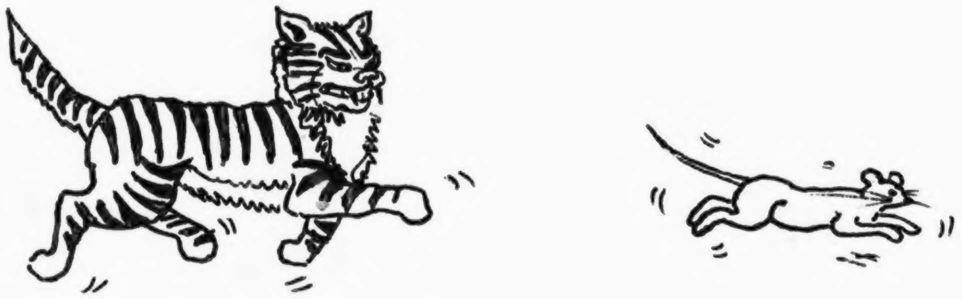
IOX Acceptability Rating: 1 Grade 1

Major Category: Comprehension--Interpretation

Sub-Category: Recognizing Emotional Attitudes

OBJECTIVE: Given a picture depicting an emotional scene, the student will state the feelings of the character(s) in the picture.

SAMPLE ITEM: State the feelings of the characters in this picture.



ANSWER: The mouse is afraid.
The cat looks mean or mad.

The cat wants to eat the mouse.
The mouse wants to get away.

Objective 145

IOX Acceptability Rating: 1

Reading

Grade 1

Major Category: Comprehension--Interpretation

Sub-Category: Seeing Relationships

OBJECTIVE: Given a story, two topic headings, and a list of phrases from the story, the student will classify each phrase under its proper heading.

SAMPLE ITEM: Place the following items from the story, *Grizzly Bear & Mother Beaver*, under the heading where they belong.

HEADINGS	ITEMS	
1. Grizzly Bear	a. big bear	e. killer
2. Mother Beaver	b. lake	f. puts mud on a tree
	c. lost friends	g. little beaver
	d. eats fish	h. den

ANSWER: 1. a, d, e, h

2. b, c, f, g

Objective 146 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Comprehension - Interpretation

Sub-Category: Drawing Conclusions

OBJECTIVE: Given a segment from an unfamiliar story, and a set of sentences stating what may happen next, the student will identify the sentence whose prediction appears most accurate.

SAMPLE ITEM: Read this edited segment from The Five Chinese Brothers to the class.

The First Chinese Brother could swallow the sea. Everyday he went fishing in the sea and sold his catch at the market. One day as he was leaving the market, he met a little boy who wanted to go fishing with him. The First Chinese Brother agreed with one condition--that the little boy would obey him. Next morning, the two went down to the sea to fish. The First Chinese Brother reminded the little boy of his promise to come in from the sea when told to. Next he swallowed the sea. All the fish were left high and dry at its bottom and its treasures lay uncovered. The little boy was delighted and ran everywhere stuffing his pockets with pebbles and shells. On the shore, the First Chinese Brother gathered some fish while he kept holding the sea in his mouth. He soon grew tired and signaled to the little boy to come in. The little boy paid no attention. The First Chinese Brother made great motions with his arms for the little boy to come back, but the boy ignored him. Then the First Chinese Brother felt the sea swelling inside him and made desparate gestures to call the little boy back. But the little boy made faces at him and ran even farther out. The First Chinese Brother held the sea until he thought he would burst.

Ask students to identify which of these sentences most accurately predicts the outcome of the above segment.

1. Just then, the little boy decided to obey. He came running in to shore before the sea burst from the First Chinese Brother's mouth.
2. The First Chinese Brother could hold the sea no longer. It burst from his mouth and went back into its bed. And the little boy disappeared.
3. To save the little boy, the First Chinese Brother turned his head inland to let the sea out, and it flooded the village.

ANSWER: 2

Objective 147 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Comprehension - Interpretation

Sub-Category: Drawing Conclusions

OBJECTIVE: After reading only part of a given story, the student will write one sentence predicting its outcome.

SAMPLE ITEM: Read this story. Then write one sentence telling how you think it will end.

"Magic Doors"

(from Uptown, Downtown, The Bank Street Reader, Macmillan Co.)

Johnny's mother asked him to go to the big new store at the corner. His little brother Howie wanted to come with him. So Johnny took his little brother to the big new store. There were two big doors. One door had the word IN on it. The other door had the word OUT. Johnny and Howie went to the IN door. Whish! The door opened all by itself!

Howie said, "Look at that! It's magic!"

"You are silly!" said Johnny. "It isn't magic. The new doors work by electricity." Johnny started looking for cheese for his mother. He looked for a long time until he found the cheese. But where was Howie? Johnny started to look for his little brother. He looked for him around the food and toys. But Howie was not there. Johnny ran up and down the big store. He called "Howie, where are you." He asked a man in the store, "Have you seen my little brother?" The man said no. Johnny ran to the OUT door. Whish! The door opened all by itself. Johnny ran out. He looked all around the street. But he could not find Howie. Then Johnny went back to the IN door. Whish! The door opened all by itself. Johnny looked around the store again. No Howie! Johnny was mad and sad at the same time. Just then Johnny saw Howie. The man from the store came out. He had Howie by the hand.

"Is this your little brother?" he asked.

"Oh, yes! Thanks a lot!" said Johnny. "But where did you find him?"

ANSWER: Possible answers might include:

1. Howie was hiding behind a checkout counter and no one saw him.
2. Howie was hiding in the parking lot.
3. Howie was making the doors open by themselves and he kept missing Johnny.

Objective 148 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Comprehension--Interpretation

Sub-Category: Predicting Outcomes

OBJECTIVE: Given a story without its ending and three different conclusions, the student will select the conclusion which best predicts the story's ending.

SAMPLE ITEM: Read this story and select the conclusion which best predicts its ending.

Tommy ate lunch. He went to the barn. He fed the ducks. He fed the chickens. He fed the pigs. Then he went to the orchard. There he __________________.

1. played football
2. picked fruit
3. sang songs

ANSWER: 2.

Objective 149 Reading

IOX Acceptability Rating: 2 Grade 1

Major Category: Comprehension - Interpretation

Sub-Category: Inferences From Facts

OBJECTIVE: Given a short story and a list of "how" and "why" questions based on its content, the student will infer and state the answer to each one.

SAMPLE ITEM: Read this story. Answer the "how" and "why" questions below the story.

Chip, a squirrel, lived in a big old tree. One day he walked out on a branch of the tree. Chip lifted his small head and looked at the sky. He sniffed the air and could tell that this was the last day of autumn.

Chip got very nervous. He climbed up and down his tree looking for something. At last he found it. The tree had a big hole in it.

Next Chip climbed down the tree and ran into the forest. Nuts and berries grew on bushes in the forest. Chip gathered all he could find. find. Then Chip ran back to the tree. He climbed the tree carefully placing his four feet on the truck. He dropped all the nuts and berries into the hole. Now Chip felt better.

1. Why did the squirrel pick nuts and berries?
2. How did he carry them to his hole?

ANSWER:

1. He liked to eat. He was storing them for winter because they did not grow in winter.
2. in his mouth

Objective 150 Reading

IOX Acceptability Rating: 1 Grade 1

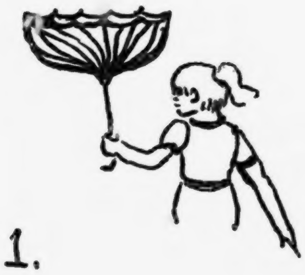
Major Category: Comprehension--Critical

Sub-Category: Distinguishing Fact and Fantasy

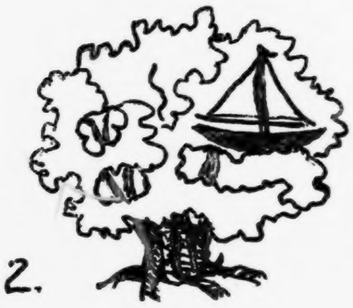
OBJECTIVE: Given a picture containing an absurdity, the student will identify that absurdity.

SAMPLE ITEM: Identify the absurdities in these pictures:

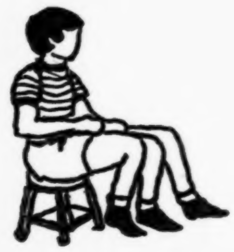
1.



2.



3.



ANSWER:
1. The umbrella is upside down.
2. A boat is in the tree.
3. The boy has three legs.

Objective 151

IOX Acceptability Rating: 1

Reading

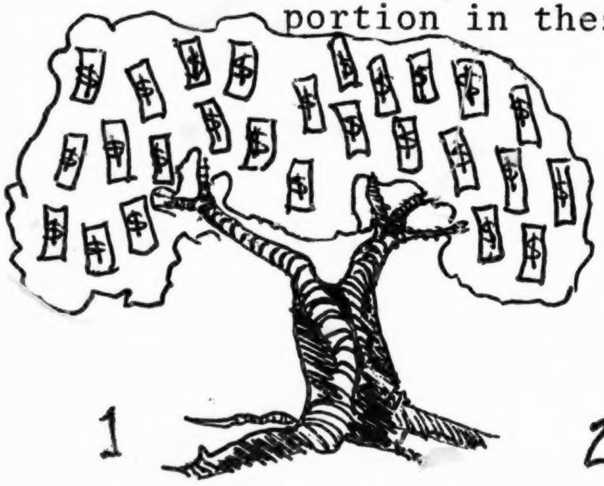
Grade 1

Major Category: Comprehension--Critical

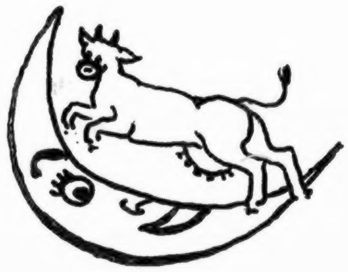
Sub-Category: Distinguishing Fact and Fantasy

OBJECTIVE: Given a picture containing humor or exaggeration, the student will identify the humorous or exaggerated portion of the illustration.

SAMPLE ITEM: Identify the humorous or exaggerated portion in these pictures:



1



2.

ANSWER: 1. money growing on a tree

2. a cow jumping over the moon

IOX Acceptability Rating: 2

Major Category: Comprehension--Critical

Sub-Category: Noting Literary Styles

OBJECTIVE: After listening to a short, nonsensical poem and one rhyming couplet, the student will identify their differences in style.

SAMPLE ITEM: Listen to these poems. Then identify their differences in style.

1. "A was once an apple pie,
   Pidy
   Widy
   Tidy
   Pidy
   Nice insidy
   Apple-pie!" (from Edward Lear)

2. Blow wind blow
   Bring us some snow

ANSWER:

1. more rhyming words
   words are not real words

2. it's short
   two words rhyme
   words make sense

Objective 153 Reading

IOX Acceptability Rating: 3 Grade One

Major Category: Comprehension - Critical

Sub-Category: Recognizing Author's Technique

OBJECTIVE: Given a story from his reader, the student will state the author's purpose for including that selection in the book.

SAMPLE ITEM: Read "The Old Sled" and state why this story is included in the book, On Cherry Street; Guinn & Company.

ANSWERS: To teach:

1. new words
2. that children cannot always have everything they want
3. ways to cope with disappointment
4. that there may be other essential items needed by a family, and, therefore, no money for a new sled.
5. to show how understanding a father can be
6. that what others have is not an important way to judge the needs of an individual

Objective 154 Reading

IOX Acceptability Rating: 1 Grade One

Major Category: Comprehension-Vocabulary

Sub-Category: Selecting Correct Definitions

OBJECTIVE: Given a word, the student will write its synonym.

SAMPLE ITEM: Write the synonum for each of these words.

1. hot
2. little
3. large
4. under

ANSWERS:
1. warm
2. small
3. big
4. beneath

Objective 155 Reading

IOX Acceptability Rating: 1 Grade One

Major Category: Comprehension Vocabulary

Sub-Category: Selecting Correct Definitions

OBJECTIVE: Given a word, the student will write its antonym.

SAMPLE ITEM: Write the antonym for each of these words.

1. cold
2. down
3. big
4. black

ANSWERS:

1. hot
2. up
3. little, small
4. white

Objective 156 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Comprehension - Interpretation

Sub-Category: Selecting Correct Definitions

OBJECTIVE: Given a list of words and an unfamiliar word in a sentence, the student will use the context of the sentence to determine the word on the list which has the same meaning as the unfamiliar one in the sentence.

SAMPLE ITEM: Choose the word on this list which has the same meaning as the underlined one in the sentence.

The boy raced down the street because he was late for school.

1. looked
2. walked
3. ran

ANSWER: 3

Objective 157 Reading

IOX Acceptability Rating: 1 Grade 1

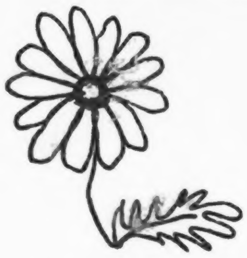
Major Category: Comprehension--Vocabulary

Sub-Category: Using Context

OBJECTIVE: Given a list of words and a picture representing one of them, the student will identify the word that names the picture.

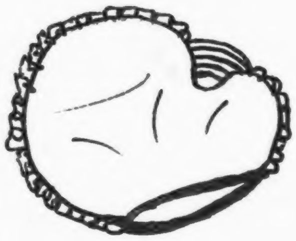
SAMPLE ITEM: Identify the word on each list which names each picture.

1.



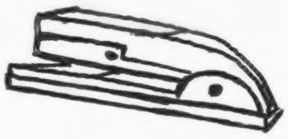
a. plant
b. flower
c. tree

2.



a. pencil
b. mitt
c. baseball

3.



a. scissors
b. ruler
c. stapler

ANSWER:
1. b
2. b
3. c

Objective 158 Reading

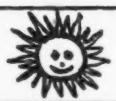
IOX Acceptability Rating: 1 Grade 1

Major Category: Study Skills - Work Skills

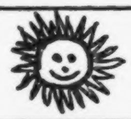
Sub-Category: Left to Right Progression

OBJECTIVE: Given a lined chart of written material, the student will orally read any specific line from left to right.

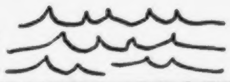
SAMPLE ITEM: Read aloud line 4 on this chart.

1. Look at the sun. 

2. The sun is yellow and warm.

3. Johnny likes the sun. 

4. The sun makes flowers grow.

5. The sun shines on the water. 

6. When the sun shines, Johnny smiles.

ANSWER: The sun makes flowers grow.

Objective 159

IOX Acceptability Rating: 3

Reading

Grade One

Major Category: Study Skills

Sub-Category: Work Skills

OBJECTIVE: Given a book whose pages turn horizontally, the student will hold the book comfortably and turn each page from its upper right hand corner with the fingers of his right hand.

SAMPLE ITEM: Self-evident

Objective 160 Reading

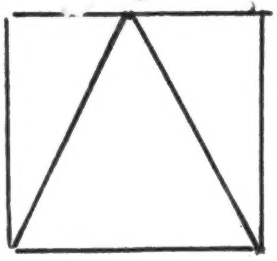
IOX Acceptability Rating: 2 Grade One

Major Category: Study Skills

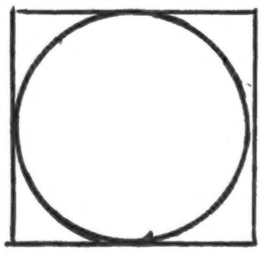
Sub-Category: Work Skills - Eye-Hand Coordination

OBJECTIVE: Given the outline of a figure superimposed upon that of a square, the student will trace the outline of the figure with a pencil or crayon.

SAMPLE ITEM: Trace the triangle in the box below.



Trace the circle in the box below.



ANSWER: Self-evident

Objective 161
IOX Acceptability Rating: 2

Reading
Grade 1

Major Category: Study Skills - Use of References
Sub-Category: Library Skills - Book Cards

OBJECTIVE: The student will correctly check a book out of the school library by completing its library book card.

SAMPLE ITEM: Check the following book out of the school library by completing its library book card.

BOOK

Henry, The Smiling Dog
by Henry Blankfort
Illustrated by Sergio Aragones

LIBRARY CARD

Title ____________

Author ____________

Name	Rm.	Date Due

ANSWER:

Title Henry, The Smiling Dog

Author Henry Blankfort

Name	Rm.	Date Due
John Doe	201	Oct. 24,1969

Objective 162 Reading

IOX Acceptability Rating: 1 Grade 1

Major Category: Study Skills - Use of References

Sub-Category: Parts of a Book

OBJECTIVE: Given a book containing a table of contents, the student will demonstrate familiarity with the types of information it contains by answering questions on its content.

SAMPLE ITEM: Read this table of contents. Then answer the questions below it.

PART ONE	
Too Big	Ruth Sawyer......10
The Running Bear	Tom Petterson....14
The Clouds are Gone	Jim Fine.........20
New Girl in the Class	Charles Klein....25

Questions:

1. What is the title of the last story?
2. On what page does it begin?
3. Who wrote the story?
4. How many stories are listed in Part One?

ANSWER:

1. New Girl in the Class
2. page 25
3. Charles Klein
4. four stories

Objective 163 Reading

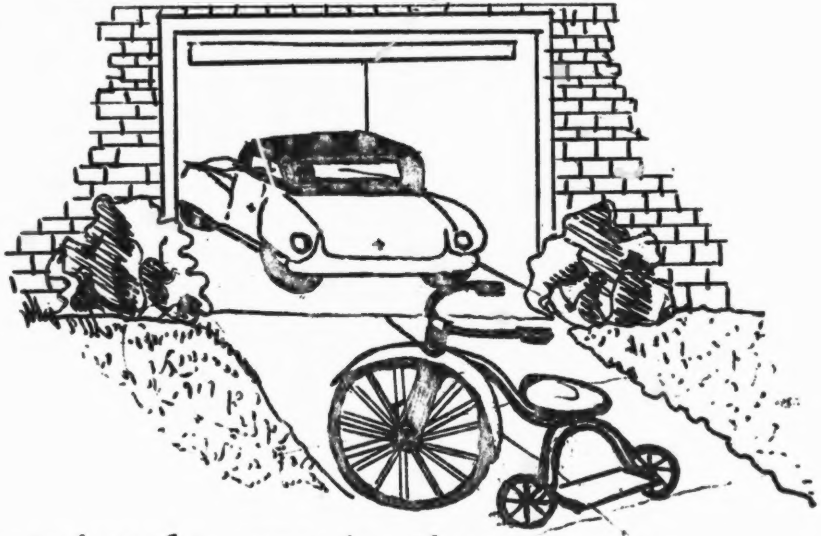
IOX Acceptability Rating: 1 Grade One

Major Category: Study Skills

Sub-Category: Reading Pictorial and Graphic Material--Picture Sets

OBJECTIVE: Given an illustration, the student will answer a question whose response is implied within the picture.

SAMPLE ITEM: Tell why father could not back the car down the driveway.



Answer: The tricycle was in the way

Objective 164 Reading

IOX Acceptability Rating: 2 Grade 1

Major Category: Study Skills--Scanning

Sub-Category: Lip Movement

OBJECTIVE: The student will read silently without moving his lips.

SAMPLE ITEM: Reading material should be appropriate for student's ability and grade level. Teacher should merely watch each student to determine the fulfillment of this objective.

ANSWER: Self-evident

Objective 165 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory Discrimination--Rhyming Words

OBJECTIVE: Given a list of words, the student will identify those which rhyme.

SAMPLE ITEM: Identify the words that rhyme.

1. sand
2. book
3. band
4. land

ANSWER: 1, 3, 4

Objective 166 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory Discrimination - Rhyming Words

OBJECTIVE: Given a rhyming couplet with an incomplete last line and a group of words, the student will select the word which best completes the rhyme.

SAMPLE ITEM: Select the word from the list that completes the rhyme.

The white clouds in the sky
Went slowly drifting _____.

around
up
down
by

ANSWER: by

Objective 167 Reading

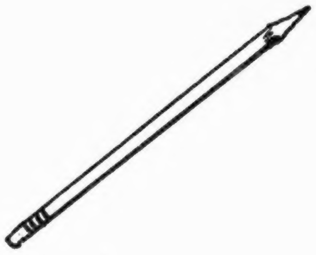
IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition-Phonetic Analysis

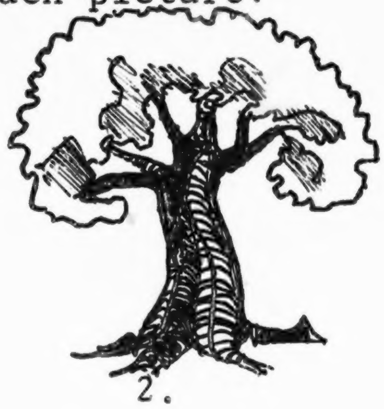
Sub Category: Auditory-Visual Perception-Initial Consonant Sounds

OBJECTIVE: Given several pictures, the student will write the beginning consonant of the word represented in each illustration.

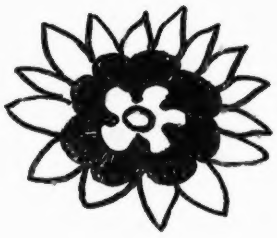
SAMPLE ITEM: Write the beginning consonant for the word in each picture:



1.



2.



3.

ANSWER:

1. p
2. t
3. f

Objective 168 Reading

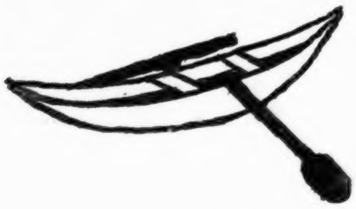
IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition-Phonetic Analysis

Sub Category: Auditory-Visual Perception-Initial and Final Consonants

OBJECTIVE: Given a picture of an object begining and ending with a consonant and whose middle sound only is written beneath, the student will write the initial and final consonants of the object shown.

SAMPLE ITEM: Write in the beginning and ending sounds for this picture:



___oa___

ANSWER: boat

Objective 169 Reading

IOX Acceptability Rating: 1 Grade 2

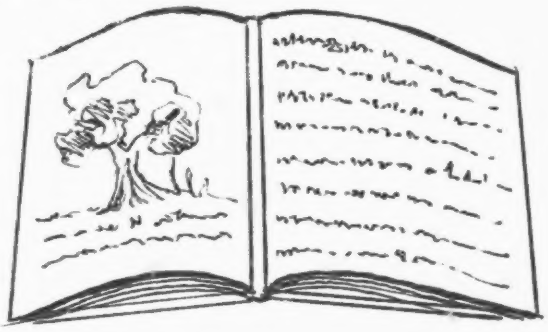
Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Initial and Final Consonants

OBJECTIVE: Given a picture of an object having an initial or final consonant and a list of words, the student will select the words on the list which begin or end with the same consonant.

SAMPLE ITEM: Select the words on the list beginning or ending with the same consonant as the object in this picture.

1. sack
2. man
3. button
4. table



ANSWER:

1. sack
3. button

Objective 170 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given words containing the initial, medial or final b sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

big
box
but
ribbon
baby
table
web
job
rub

ANSWERS: self-evident

Objective 171

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given words containing the initial or medial hard c sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words.

call picnic

cow o'clock

came second

crow picture

ANSWER: Self-evident

Objective 172

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory - Visual Perception - Consonants

OBJECTIVE: Given words containing the c or g sounds, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words

coal
goal
coat
goat

cap
gap
picnic
lug

ANSWER: Self-evident

Objective 173 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given words containing the initial, medial or final d sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

day candy old
down Indian find
desk shadow bed

ANSWER: Self-evident

Objective 174 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition-Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given a list of words containing the initial, medial or final d, t or b sound, the student will pronounce these words

SAMPLE ITEM: Pronounce the following words

dime ribbon mad
time written mat
bind ridden nab

ANSWER: self-evident

Objective 175 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given words containing the hard g sound in the initial, medial or final position, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

goal
gun
gap

tiger
August
wiggle

pig
tag
log

ANSWER: self-evident

Objective 176 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition-Phonetic Analysis

Sub-Category: Auditory-Visual Perception-Consonants

OBJECTIVE: Given words containing the hard and soft g sound in the initial, medial or final position, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

ginger
gap
glad
gun
gem
dragon
buggy
tiger
larger
orange
tag
pig
rug
large
bridgework

ANSWER: Self-evident

Objective 177 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given words containing the initial or medial j sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

jam enjoy

joy major

jump rejoice

ANSWER: Self-evident

Objective 178 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given words containing the initial, medial or final K sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

keep
kitten
kind
token
raking
broken
plank
link
mink

ANSWER: self-evident

Objective 179

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given words containing the initial, medial or final l sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

let asleep all

like yellow girl

lag children full

ANSWER: Self-evident

Objective 180 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given words containing the initial, medial or final m sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

milk lemon arm

mud hammer him

moon coming room

ANSWER: Self-evident

Objective 181 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given words containing the initial, medial, or final n sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

not
need
name
animal
into
many
soon
ten
fun

ANSWERS: self-evident

Objective 182

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given words containing the regular S sound in the initial, medial or final position, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

soap
sell
side
fasten
sister
eraser
this
us
glass

ANSWER: Self-evident

Objective 183 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given words containing the initial, medial or final V sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words

vine	over	love
very	driver	have
vote	seven	hive

ANSWER: Self-evident

Objective 184 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given orally a list of words containing the same consonant in the beginning, middle or end of each word, the student will identify the position of that consonant in every word.

SAMPLE ITEM: Identify where the consonant z is heard in each word.

1. zoo
2. zipper
3. squeezing

ANSWER:
1. beginning
2. beginning
3. middle

Objective 185 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition: Phonetic Analysis

Sub Category: Auditory-Visual Perception: Consonants

OBJECTIVE: Given two lists of words with corresponding initial and final consonants, the student will match those words having identical beginning and ending consonants.

SAMPLE ITEM: Match the words in the first list with the words in the second list having the same beginning and ending consonants.

1.	bacon	a.	mountain
2.	rat	b.	root
3.	soap	c.	sip
4.	man	d.	bean

ANSWERS:

1. d (bacon-bean)
2. b (rat-root)
3. c (soap-sip)
4. a (man-mountain)

Objective 186 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonant Blends

OBJECTIVE: Given words with an initial or final consonant blend, the student will pronounce these words. Initial blends include: as, br, dr, fr, gr, tr, bl, cl, fl, gl, pl, st, sm, sp, sw, cr, sl, str, tw, pr, scr, sk, sn, spr, squ. Final blends include: ft, nt, st, sk, sp, ng, ld, rt, rd, rk.

SAMPLE ITEM: Pronounce the following words:

ask
brat
drag
fret
green
trot
blot
clasp
flag
glad
plaid
strut
smog
sprig
swig
crib
slip
stop
twin
pretty
scrub
ski
snap
spring
squish
left
dent
must
desk
rasp
bring
hold
cart
hard
hark
dish
with
dark
pitch
bump

ANSWER: Self-evident

Objective 187 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonant Blends

OBJECTIVE: Given one-syllable words with a consonant blend in the initial and/or final position, the student will read and pronounce these words.

SAMPLE ITEM: Read and pronounce the following words.

stop
rest
spell
wasp
skip
desk

ANSWER: Self-evident

Objective 188 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub Category: Auditory - Visual Perception - Consonant Blends

OBJECTIVE: Given a word beginning with a consonant blend, the student will write that blend.

SAMPLE ITEM: Write down the blend beginning the word travel.

Answer: tr

Objective 189

IOX Acceptability Rating: 2

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub Category: Auditory-Visual Perception - Consonant Blends

OBJECTIVE: Given words containing initial consonant blends, the student will identify those with the initial blend of dw.

SAMPLE ITEM: Identify the words beginning with the blend of dw.

1. dim
2. dwarf
3. dwell
4. damage
5. dwindle
6. duck

Answer: 2. dwarf

3. dwell

5. dwindle

Objective 190

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Three Letter Consonant Blends

OBJECTIVE: Given words containing three letter initial consonant blends, the student will identify those beginning with the blend shr.

SAMPLE ITEM: Identify the words beginning with the blend shr.

1. scream
2. shrine
3. shrug
4. shrink
5. spruce
6. shrimp

ANSWER:

2. shrine
3. shrug
4. shrink
6. shrimp

Objective 191

IOX Acceptability Rating: 1

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub Category: Auditory Visual Perception - Consonant Blends

OBJECTIVE: Given a list of words and a consonant blend the student will match that blend with the word containing the same blend.

SAMPLE ITEM: Match the blend sw with the word containing the same blend.

1. saw
2. song
3. sway

Answer: 3. sway

Objective 192 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Three Letter Blends

OBJECTIVE: Given rows of words, the student will identify the words in each which contain the same initial three-letter blend as the first one.

SAMPLE ITEM: Identify the words in each row which contain the same initial, three-letter blend as the first one.

1. three	the	throw	thrill	school

2. through	those	thrust	the	thrown

ANSWERS:
1. throw, thrill
2. thrust, thrown

Objective 193 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception: Blends

OBJECTIVE: Given orally a group of words beginning with the same blend, the student will state two other words having the same initial blend.

SAMPLE ITEM: State two words beginning with the same initial blend as:

dry

draw

drum

ANSWER: dress, drain, dream, drink, drop, drip, dresser

Objective 194 Reading

IOX Acceptability Rating: 2 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Initial Consonant Digraphs

OBJECTIVE: Given words containing the initial consonant digraphs ch, sh, th (voiced and unvoiced), and wh, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

chain
children
chair
chop

shell
should
she
ship

think
third
this
than

when
wheat
where
why

ANSWER: Self-evident

Objective 195

IOX Acceptability Rating: 2

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Final Consonant Digraphs

OBJECTIVE: Given words containing the final consonant digraphs sh, ch, ck, th (voiced) and sh, the student will pronounce these words.

SAMPLE ITEM: Pronounce each of the following words.

back
pick
duck
fish
lash
push
tenth
both
bath
march
bench
peach

ANSWER: Self-evident

Objective 196 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonant Digraphs

OBJECTIVE: Given several consonant digraphs and a corresponding group of words, the student will match each word with its respective initial digraph.

SAMPLE ITEM: Match the consonant digraph listed in one column with the word in the other which begins with the same digraph.

1. ch a. them

2. sh b. who

3. wh c. chair

4. th d. she

ANSWER:

1. c (ch-chair)

2. d (sh-she)

3. b (wh-who)

4. a (th-them)

Objective 197 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given a list of words, one of which contains a short vowel, the student will identify that word.

SAMPLE ITEM: Identify the word in this list containing the short vowel ă.

1. at
2. make
3. bake

ANSWER: 1. at

Objective 198 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given a group of words, all but one having the same vowel sound, the student will identify the word among them having the distinctive vowel sound.

SAMPLE ITEM: Identify the word in each group having a distinctive vowel sound.

1. bat come ram sand
2. run tub this mud
3. kit is thin fan
4. not hat rob on

ANSWER:

1. come
2. this
3. fan
4. hat

Objective 199 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given sentences, the student will identify the short vowel sounds appearing in all words.

SAMPLE ITEM: Identify the short vowel sounds in these sentences.

1. At last you have a friend to play with you.
2. How they did swim!

ANSWER:

1. at, last, have, with
2. did, swim

Objective 200

IOX Acceptability Rating: 2

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Short Vowels

OBJECTIVE: Given a group of one-syllable words containing the CVC~~E~~ configuration, the student will:

(A) create a new word from each by removing the final e, and

(B) use that word by placing it in a sentence.

SAMPLE ITEM: Remove the silent e from these words to make a series of new words. Write each new word in a sentence.

1. tape
2. hide
3. tube
4. hope
5. cane

ANSWER:

1. tap - e.g. Do not tap your foot.
2. hid - e.g. Mary hid the ball.
3. tub - e.g. He took a bath in the tub.
4. hop - e.g. I saw the bunny hop.
5. can - e.g. Bill can go with us.

Objective 201

IOX Acceptability Rating: 1

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long and Short Vowels

OBJECTIVE: Given a list of words, the student will determine whether each word contains a long or short vowel.

SAMPLE ITEM: Read this list of words and mark L if the vowel is long and S if the vowel is short.

1. but
2. make
3. cat
4. send
5. hope
6. time

ANSWER:

1. S
2. L
3. S
4. S
5. L
6. L

Objective 202 Reading

IOX Acceptability Rating: 2 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long Vowels

OBJECTIVE: Given a group of one-syllable words having two vowels, one of which is the final e, the student will blend the sound patterns together to pronounce these words.

SAMPLE ITEM: Pronounce the following words:

hide	rate	rode
hate	plane	age
paste	pine	dime
pale	stripe	tune
cute	ride	hole

ANSWER: Self-evident

Objective 203 Reading

IOX Acceptability Rating: 2 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long Vowels

OBJECTIVE: Given words containing the long o sound made by different letter combinations, the student will pronounce each word.

SAMPLE ITEM: Pronounce the following words.

show

hold

boat

note

ANSWERS: Self-evident.

Objective 204 Reading

IOX Acceptability Rating: 2 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long Vowels

OBJECTIVE: Given words containing the long $\bar{u}$ sound made by different letter combinations, the student will pronounce each word.

SAMPLE ITEM: Pronounce the following words.

flew

tube

due

suit

you

ANSWERS: Self-evident

Objective 205

IOX Acceptability Rating: 2

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Long Vowels

OBJECTIVE: Given a group of one-syllable words having a vowel at the end of their open syllable, the student will blend the sound patterns together to pronounce each word.

SAMPLE ITEM: Pronounce the following words.

he
me
she
we
be

go
no
so

by
my
cry
dry
try

fly
fry
shy
why

ANSWER: Self-evident.

Objective 206

IOX Acceptability Rating: 1

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long Vowels

OBJECTIVE: Given an orally stated long vowel sound and a written list of words, only one of which contains the long vowel sound, the student will select that word.

SAMPLE ITEM:

1. Listen to this sound of long ā. Select one word in this list containing the same sound.
   a. make
   b. mat
   c. mit
2. Listen to this sound of long ō. Select the word in this list containing the same sound.
   a. some
   b. coat
   c. top
3. Listen to this sound of long ē. Select the word in this list containing the same sound.
   a. met
   b. not
   c. three

ANSWERS:

1. a
2. b
3. c

Reading

Grade Two

Objective 207

IOX Acceptability Rating: 1

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long Vowels

OBJECTIVE: Given a list of long vowel sounds and a set of words containing those vowels, the student will match each vowel sound with the word containing its written form.

SAMPLE ITEM: Match each vowel sound with the word containing its written form by drawing connecting lines between them.

1. long a	a. cold
2. long e	b. light
3. long i	c. gave
4. long o	d. blue
5. long u	e. clean

ANSWERS:

1. c
2. e
3. b
4. a
5. d

Objective 208 Reading

IOX Acceptability Rating: 2 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long Vowels

OBJECTIVE: From a selected group of one-syllable words, the student will create new words containing the CVC configuration by adding final e to each one, and use each word by placing it in a sentence.

SAMPLE ITEM: Create new words from this list by adding the final vowel e to each one. Use each word by placing it in a sentence.

1. rip
2. pin
3. can
4. rat
5. rod
6. us

ANSWERS:

1. ripe
2. pine
3. cane
4. rate
5. rode
6. use

Sentences self-evident

Objective 209

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Vowel Digraphs

OBJECTIVE: Given a group of one-syllable words having a vowel digraph in the medial position, the student will blend the sound patterns together to pronounce each word correctly.

SAMPLE ITEM: Pronounce the following words:

boat rain sailboat
week wheel beads

ANSWER: Self-evident

Objective 210 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Vowel Digraphs

OBJECTIVE: Given a list of one-syllable words ending in a vowel digraph, the student will blend the sound patterns together to pronounce each word correctly.

SAMPLE ITEM: Pronounce the following words:

day see Joe blue

may bee toe glue

ANSWER: Self-evident

Objective 211

IOX Acceptability Rating: 2

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Vowel Digraphs

OBJECTIVE:	Given a list of words containing a vowel digraph, the student will derive a rule for pronouncing that vowel digraph.

SAMPLE ITEM: Make up a rule for pronouncing the vowel digraphs in these words:

eat	dream
meal	leap

ANSWER: The first vowel of the digraph ea is long and sound; the second vowel is silent.

Objective 212 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Vowel Digraphs

OBJECTIVE: Given words containing the vowel digraphs ay and ai, the student will identify those digraphs in each word.

SAMPLE ITEM: Identify the vowel digraphs ay and ai in these words.

1. play
2. day
3. laid
4. stay
5. maid
6. train

ANSWER:

1. play
2. day
3. laid
4. stay
5. maid
6. train

Objective 213 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Diphthongs

OBJECTIVE: Given a group of words orally, one of which contains a vowel diphthong, the student will identify that word.

SAMPLE ITEM: Identify the word containing the vowel diphthong oy.

1. play
2. seen
3. boy

ANSWER: 3. boy

Objective 214

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Vowel Diphthongs

OBJECTIVE: After listening to a word containing a vowel diphthong, the student will match that word with its diphthong from a given list of vowel diphthongs.

SAMPLE ITEM: Match the word COIN with the vowel diphthong it contains.

1. OU 2. OI 3. OW

ANSWER: 2. OI

Objective 215 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Vowel Diphthongs

OBJECTIVE: Given a row of words containing vowel diphthongs, the student will identify the words having the same diphthong as the first one in the row.

SAMPLE ITEM: Identify the words in the row having the same vowel diphthong as the first one.

boy: toy Roy seen joy play

ANSWERS: toy, Roy, joy

Objective 216

IOX Acceptability Rating: 2

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Vowel Diphthongs

OBJECTIVE: Given a list of words containing the vowel diphthong ow and the key words snow and cow, the student will match the ow sound of each word with the corresponding ow sound of the key words by writing each one underneath its respective key word.

SAMPLE ITEM: Match the ow sound of the following words by writing each one under the key words snow or cow.

blow
plow
sow
crow
mow
now
how
throw

ANSWERS:

snow	cow
blow	how
throw	now
mow	sow
crow	plow

Objective 217

IOX Acceptability Rating: 2

Reading

Grade Two

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Vowel Controllers

OBJECTIVE: Given a set of words containing a followed by l or ll, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

talk
walk
salt
halt

all
tall
small
hall

wall
fall
call
ball

ANSWER: Self-evident

Objective 218

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition - Structural Analysis

Sub-Category: Plural Nouns

OBJECTIVE: Given a singular noun ending in *y*, the student will write its plural.

SAMPLE ITEM: Write the plurals of these nouns.

1. baby
2. pony
3. puppy
4. bunny

ANSWER:

1. babies
2. ponies
3. puppies
4. bunnies

Objective 219 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition-Structural Analysis

Sub-Category: Plural Word Forms

OBJECTIVE: Given a list of singular nouns including those of unchangeable form, the student will write their plural form.

SAMPLE ITEM: Write the plural of these nouns:

1. scissors
2. boy
3. chair
4. deer
5. pants
6. ship

ANSWER:

1. scissors
2. boys
3. chairs
4. deer
5. pants
6. ships

Objective 220 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition - Structural Analysis

Sub-Category: Plural Nouns

OBJECTIVE: Given any singular noun whose plural takes a different word form, the student will write its plural.

SAMPLE ITEM: Write the plural of these nouns:

1. mouse
2. goose
3. child
4. tooth

ANSWER:

1. mice
2. geese
3. children
4. teeth

Objective 221

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Word Recognition-Structional Analysis

Sub-Category: Plural Nouns

OBJECTIVE: Given words written in both the singular and plural form and a group of incomplete sentences, the student will insert the proper form of the word in the sentence.

SAMPLE ITEM: Insert the correct word:

1. The _______ were in the pen. bunny
   bunnies
2. Dick took a ride in the _____. buggy
   buggies
3. Six _____ buzzed around. fly
   flies

ANSWER:

1. bunnies
2. buggy
3. flies

Objective 222 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Word Recognition - Structural Analysis

Sub-Category: Combination Words - Compound Words

OBJECTIVE: Given two lists of familiar words, the student will combine them to form compound words.

SAMPLE ITEM: Form as many compound words as possible by combining words from both of the following columns.

	A		B
1.	cow	a.	one
2.	doll	b.	boy
3.	some	c.	dog
4.	hot	d.	house

ANSWERS:

1. cowboy
2. dollhouse
3. someone
4. hotdog
5. hothouse

Objective 223 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category. Word Recognition - Structural Analysis

Sub-Category: Contractions

OBJECTIVE: Given a list of expressions, the student will write them as contractions and include their apostrophes.

SAMPLE ITEM: Write the contractions for the expressions listed below. Put an apostrophe where one or more letters are left out.

1. are not
2. can not
3. has not
4. you will
5. that is
6. we have

ANSWERS:

1. aren't
2. can't
3. hasn't
4. you'll
5. that's
6. we've

Objective 224 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition-Structural Analysis

Sub-Category: Contractions

OBJECTIVE: The student will demonstrate his ability to recognize a contraction by adding an apostrophe where it is needed in a given sentence.

SAMPLE ITEM: Locate the contraction in this sentence by adding its apostrophe.

1. Shes going downstairs.
2. The cat didnt come home.
3. Its going to rain.

ANSWER:

1. She's
2. Didn't
3. It's

Objective 225 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Word Recognition - Structural Analysis

Sub-Category: Suffixes

OBJECTIVE: Given a sentence missing one word with a choice of two words containing suffixes, the student will identify which word best completes the sentence.

SAMPLE ITEM: Identify the word which completes each sentence.

1. Many children like Jim because he is __________. (friendless, friendly)
2. The machine can move rocks because it is _________. (powerful, powerless)
3. Only ____________ (thoughtful, thoughtless) people throw trash in the street.

ANSWER:

1. friendly
2. powerful
3. thoughtless

Objective 226

IOX Acceptability Rating: 1

Reading

Grade Two

Major Category: Word Recognition - Structural Analysis

Sub-Category: Suffixes

OBJECTIVE: Given a word and two suffixes, the student will select the suffix which forms a new word when connected to the one given.

SAMPLE ITEM: Select the suffix which forms a new word when added to each of the following:

1. hill y, ly
2. cloud y, ly
3. wise y, ly
4. cream y, ly
5. bright y, ly

ANSWERS:

1. y
2. y
3. ly
4. y
5. ly

Objective 227 Reading

IOX Acceptability Rating: 2 Grade Two

Major Category: Word Recognition - Structural Analysis

Sub-Category: Prefixes

OBJECTIVE: Given a group of sentences, each containing an underlined segment, the student will substitute one familiar word with a prefix for the underlined part of the sentence.

SAMPLE ITEM: Substitute a word containing a prefix for the underlined part in each sentence.

1. Jim began to take off his clothes.
2. You may go back again to the store.

ANSWER:

1. undress
2. return

Objective 228

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Word Recognition - Structural Analysis

Sub-Category: Possessives

OBJECTIVE: Given sentences in pairs, one illustrating singular possession and the other plural possession, the student will identify the proper placement of apostrophes in each one.

SAMPLE ITEM: Place the apostrophe in the correct position to show possession in each sentence.

1. a. Mother can't find the boys hat.
   b. Mother gave away the four boys toys.
2. a. The puppies tails are short.
   b. A puppys cold nose is wet.

ANSWER:

1. a. boy's
   b. boys'
2. a. puppies'
   b. puppy's

Objective 229

IOX Acceptability Rating: 1

Reading

Grade Two

Major Category: Word Recognition - Structural Analysis

Sub-Category: Syllabication

OBJECTIVE: Given a set of two syllable words containing two different medial consonants, the student will divide each word into its syllables.

SAMPLE ITEM: Divide each of the following words into its syllables.

1. window
2. pencil
3. listen
4. basket
5. monkey
6. morning

ANSWER:

1. win·dow
2. pen·cil
3. lis·ten
4. bas·ket
5. mon·key
6. mor·ning

Objective 230
IOX Acceptability Rating: 1

Reading
Grade Two

Major Category: Word Recognition - Structural Analysis
Sub-Category: Syllabication

OBJECTIVE: Given a list of three or four syllable words, the student will divide each one into its syllables.

SAMPLE ITEM: Divide each of the following words into its syllables.

1. wonderful
2. together
3. comfortable
4. beautiful
5. vegetable
6. elephant

ANSWERS:

1. won·der·ful
2. to·ge·ther
3. com·for·ta·ble
4. beau·ti·ful
5. ve·ge·ta·ble
6. el·e·phant

Objective 231

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Word Recognition - Structural Analysis

Sub-Category: Root Words

OBJECTIVE: Given a set of definitions and a list of words containing prefixes and suffixes, the student will identify the root word of each and match it with its definition.

SAMPLE ITEM: Draw a circle around the root words in column A and match them with their correct meanings in column B.

Column A	Column B
dishonest	not happy
sadly	smooth
uneven	truthful

ANSWER:

dishonest	truthful
sadly	not happy
uneven	smooth

Objective 232

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition-Structural Analysis

Sub-Category: Word Patterns

OBJECTIVE: Given words containing the word pattern all, ell, ill, the student will pronounce each word correctly.

SAMPLE ITEM: Pronounce these words:

yell
fall
spill
mellow
called

yellow
roller
filled
killed
sell

ANSWER: Self-evident

Objective 233
IOX Acceptability Rating: 2

Reading
Grade 2

Major Category: Word Recognition-Structural Analysis
Sub-Category: Word Patterns

OBJECTIVE: Given words containing the word patterns ight, ild, igh, the student will pronounce each word correctly.

SAMPLE ITEM: Pronounce these words:

wild
mild
child

light
bright
fight

high
sigh
thigh

ANSWER: Self-Evident

Objective 234 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Word Recognition--Structural Analysis

Sub-Category: Word Patterns

OBJECTIVE: Given words containing the word pattern old, the student will pronounce each word correctly.

SAMPLE ITEM: Pronounce these words:

old	hold	sold
mold	told	cold
gold	fold	bold

ANSWER: Self-evident

Objective 235

IOX Acceptability Rating: 1

Reading

Grade Two

Major Category: Word Recognition - Structural Analysis

Sub-Category: Word Patterns

OBJECTIVE: Given a list of words containing variant final word patterns, the student will categorize the words with like endings into groups.

SAMPLE ITEM: Categorize the words with like endings into groups.

band	find	sand
mind	mend	send
hand	kind	lend

ANSWERS:

band	mind	mend
hand	find	send
sand	kind	lend

Objective 236

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Word Recognition--Context

Sub-Category: Unfamiliar Words

OBJECTIVE: The student will demonstrate his ability to see new words in context by pointing to the new word in a given sentence.

SAMPLE ITEM: Point to the new word in each sentence.

1. He looked around and saw many beavers.
2. Your clothes keep you warm.
3. At last they saw a cave.

ANSWER:

1. beavers
2. clothes
3. cave

Objective 237 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Comprehension - Literal

Sub-Category: Locating Specific Information

OBJECTIVE: Given a set of sentences and a question, the student will identify the sentence which answers the question.

SAMPLE ITEM: Locate the sentence which tells when Mary had lunch.

1. Yesterday Mary went to the circus.
2. She had lunch before she went.
3. She rode the merry-go-round and a kiddie-car.

ANSWER: 2.

Objective 238 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Comprehension - Literal

Sub-Category: Main Ideas

OBJECTIVE: After listening to a given story without a title, the student will write a title which relates to the story's main ideas.

SAMPLE ITEM: Read "Hound-Pup's Big Ears" from the text Enchanted Gates to the class without telling them the title. Ask students to write a title for this story based on its content.

ANSWER: Any title which deals with these main ideas is appropriate.

1. The Hound-Pup had big ears.
2. The Hound-Pup was unhappy with his big ears.
3. When the Hound-Pup grew up, his ears were no longer too big.

Objective 239 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Comprehension--Literal

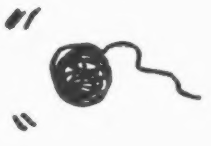
Sub-Category: Organizing to Show Sequence

OBJECTIVE: Given a story and a set of scrambled pictures depicting its content, the student will arrange these illustrations in the order of their occurance in the story.

SAMPLE ITEM: Arrange the following pictures in the order they occur in this story:

The little kitten chased a ball of yarn. The yarn rolled across the floor. The kitten slipped and fell on the floor.

1



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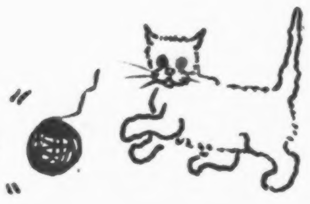

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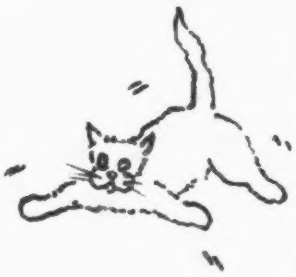


ANSWER: 2, 1, 3

Objective 240

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Comprehension--Interpretation

Sub-Category: Recognizing Emotional Attitudes

OBJECTIVE: Given a short story, the student will state how the main character felt at the beginning and at the end of the story.

SAMPLE ITEM: Read this story. State how the main character felt at the beginning and end of the story.

Herman was a little fly who was afraid to fly. The other flies made fun of him, but Herman would not fly.

One day, while Herman was walking along, he saw a funny-looking thing on the ground. It was just a kite, but to a fly it seemed big and strange. Herman got on the kite and walked around. Before he had time to get off, a little boy came and picked up the kite. Herman didn't know what to do! He took hold of the kite string and just hoped he would not fall off. If he could just fly! But he was afraid.

Up, up, up went the kite, high over houses and trees. After what seemed like a long, long time, the kite began to go down again.

Herman was very happy that he would soon be on the ground. Just then the kite bumped into a tree! It bumped into the tree so hard that Herman could not hold on to the kite.

Now Herman was really afraid. Down he went, faster and faster! Without thinking, Herman began to move his wings very fast.

"Why, I am flying!" said Herman. "This is not so hard to do. And I'm not afraid."

ANSWER:

beginning: afraid, ashamed

end: proud, happy, unafraid

Objective 241

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Comprehension - Interpretation

Sub-Category: Interpreting Story Facts

OBJECTIVE: After reading two given short stories, the student will write a sentence which describes one similarity between the stories.

SAMPLE ITEM: Read the stories "How Many Pennies" and "Mrs. Hardy's Cat" from Enchanted Gates by Albert Harris. Students are to write a sentence describing one similarity between these stories.

ANSWER: Any sentence which includes these similarities is appropriate.

1. The basic situation in each story is the same. Both Andy and Timmy wanted something which was hard to get.
2. Both Andy in "Mrs. Hardy's Cat" and Timmy in "How Many Pennies" tried again until each one got what he wanted.

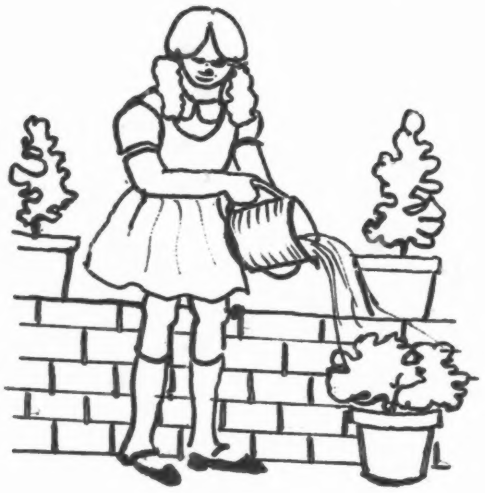
Objective 242
IOX Acceptability Rating: 1

Reading
Grade 2

Major Category: Comprehension-Interpretation
Sub-Category: Seeing Relationships

OBJECTIVE: Given an illustration and several sentences, some of which include distractors, the student will select those sentences which relate to the picture.

SAMPLE ITEM: Select the sentences which relate to this picture:



1. The plant is being watered.
2. A gardener is cutting plants.
3. A girl is watering a plant.
4. A lady is selling plants.

ANSWER: 1, 3

Objective 243 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Comprehension--Interpretation

Sub-Category: Characterization

OBJECTIVE: Given a list of characters from a specific story, the student will identify the characteristics of each as implied by the content of the story.

SAMPLE ITEM: Match each character with its trait in "The Little Red Hen."

1. cock	a. greedy
2. mouse	b. hard working
3. little red hen	c. cross
4. fox	d. lazy

ANSWER:
1. c
2. d
3. b
4. a

Objective 244 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Comprehension - Interpretation

Sub-Category: Predicting Outcomes

OBJECTIVE: Given a passage without an ending, the student will predict a likely outcome and state why his conclusion is logical.

SAMPLE ITEM: Predict a likely outcome for this passage. State why your conclusion is logical.

Jim saw some boys and girls walking down the street. They were wearing funny looking clothes. One boy looked like a spaceman. One girl looked like a rabbit. They all looked strange. Jim thought they were _______.

ANSWER: Any outcome which relates to the passage is appropriate. Possible answers might include:

1. going to/from a parade because of their costumes.
2. going to/from a costume party because of their odd clothes.
3. going "trick-or-treat" since it was Halloween.

Objective 245

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Comprehension--Interpretation

Sub-Category: Making Inferences From Facts

OBJECTIVE: Given a story title, the student will state an environment in which the story might logically occur.

SAMPLE ITEM: As inferred by their titles, state the place where each of these stories might happen.

1. "Bill's First Fish"
2. "Kitten's In A Tree"
3. "The Prize Bull"

ANSWER:

1. river, lake, stream, ocean, pet store, aquarium, fish bowl
2. meadow, backyard, school yard, park, playground, farm, countryside, field, pasture
3. county fair, state fair, bull ring, farm, bull pen, barn, pasture, field, meadow

Objective 246 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Comprehension--Interpretation

Sub-Category: Sensory Images

OBJECTIVE: Given a passage containing a specific mood and a list of feelings, the student will identify the feeling conveyed by the passage.

SAMPLE ITEM: Identify the feeling conveyed by these passages:

1. It was dark and gloomy. The stairs in the haunted house creaked. The wind blew its doors open and shut with a bang. The wind whistled and howled through the trees.

   a. happy b. sad c. afraid

2. The bright, green woods were filled with summer sunshine. Birds chirped their songs. Butterflies flitted from flower to flower. Bunnies romped through the thickets.

   a. sorrowful b. cheerful c. gloomy

ANSWER: 1. c

2. b

Objective 247

IOX Acceptability Rating: 2

Reading

Grade 2

Major Category: Comprehension - Critical

Sub-Category: Comparing and Contrasting Stories

OBJECTIVE: Given two stories with similar themes, the student will identify their similarity.

SAMPLE ITEM: How are these two stories the same?

1. "Cuffy, A Black Bear"
2. "Lady Washington"

(Both stories can be found in Bear Stories, a Dolch Basic Book, Garrard Publishing Co., 1957.)

ANSWER: Both stories are about bears. They show that bears are wild animals but that they will be nice to people who are nice to them. They also show that people are often cruel to wild animals because they try to tame them.

Objective 248 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Comprehension--Critical

Sub-Category: Distinguishing Fact or Opinion

OBJECTIVE: Given a group of sentences, the student will state which are fact and which are opinion.

SAMPLE ITEM: State which of these sentences are fact and which are opinion.

1. Oranges are orange.
2. I don't like milk.
3. It's not cold enough for a coat.
4. The leaves have fallen from that tree.
5. Our school is far from the park.

ANSWER:
1. Fact
2. Opinion
3. Opinion
4. Fact
5. Opinion

Objective 249

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Comprehension - Critical

Sub-Category: Distinguishing Fact and Fantasy

OBJECTIVE: Given a story, the student will identify three of its sentences that state true facts and three which may not.

SAMPLE ITEM: Read the story, "The Three Wishes," from Enchanted Gates by Albert Harris. Identify 3 sentences in the story which state true facts, and 3 sentences which do not.

ANSWER:

True Facts

1. Everyday the woodcutter went into the woods to cut down trees.
2. He cut trees into wood to sell to others.
3. When the woodcutter got home, he was very hungry.

Non-Facts

1. Out of a crack in the tree came a beautiful little fairy.
2. When he made the first cut in the tree, he heard a cry like that of a little girl.
3. "Let me do something to thank you for your kindness," said the fairy. "You and your wife may have three wishes."

Objective 250

IOX Acceptability Rating: 1

Reading

Grade Two

Major Category: Comprehension - Vocabulary

Sub-Category: Selecting Correct Definitions

OBJECTIVE: Given pairs of words, the student will identify those which are synonyms.

SAMPLE ITEM: Identify the pairs of words which are synonyms.

1. hot - cold
2. big - large
3. happy - gay
4. black - white
5. car - auto

ANSWER: 2, 3, 5.

Objective 251 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Comprehension - Vocabulary

Sub-Category: Selecting Correct Definitions

OBJECTIVE: Given pairs of words, the student will identify those which are antonyms.

SAMPLE ITEM: Identify the pairs of words which are antonyms.

1. off - on
2. black - dark
3. up - down
4. tree - flower
5. high - low

ANSWER: 1, 3, 5.

1
2

Objective 252

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Comprehension - Vocabulary

Sub-Category: Selecting Correct Definitions

OBJECTIVE: Given a list of words and an unfamiliar word in a sentence, the student will use the context of the sentence to determine the word on the list which has the same meaning as the unfamiliar one in the sentence.

SAMPLE ITEM: Choose the word on the list which has the same meaning as the underlined one in the sentence.

The best time to fish is at dawn, just when it starts to get light.

1. yawn
2. sunrise
3. night

ANSWER: 2

Objective 253 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Comprehension--Vocabulary

Sub-Category: Using Context

OBJECTIVE: Given a list of words and a sentence missing one word, the student will select the word on the list which best completes the sentence.

SAMPLE ITEM: Select the word on the list which completes each sentence.

1. Bring me the _____ from the shelf.

   a. house b. book c. door

2. Park the _____ in the garage.

   a. star b. bench c. car

3. It's cold so pull up the _____ on the bed.

   a. covers b. mattress c. door

4. Scissors are for _____.

   a. cutting b. stapling c. filing

ANSWER:
1. b
2. c
3. a
4. a

Objective 254 Reading

IOX Acceptability Rating: 1 Grade 2

Major Category: Study Skills - Use of References

Sub-Category: Dictionary

OBJECTIVE: Given a dictionary and a list of six words, the student will locate their definitions and write a sentence using each word.

SAMPLE ITEM: Locate the following words in your dictionary. Write a sentence using each one correctly.

1. yard
2. over
3. beautiful
4. station
5. feather
6. told

ANSWER: Any sentences that use these words correctly are appropriate.

Objective 255 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Study Skills - Use of References

Sub-Category: Library

OBJECTIVE: Given a selection of graded library books over a three month period, the student will demonstrate self-confidence in his reading ability by choosing, of his own volition during free-reading time, selections which are within five months of his established reading level.

SAMPLE ITEM: A selection of library books might include:

Caps for Sale

The Three Pigs

The Big Snow

Blueberries for Sale

Ask Mr. Bear

Cowboy Sam

Copy-Kitten

ANSWER: Any choice of selections within 5 months of his established reading level is appropriate.

Objective 256 Reading

IOX Acceptability Rating: 2 Grade 2

Major Category: Study Skills - Use of References

Sub-Category: Parts of a Book

OBJECTIVE: Given a reader, the student will demonstrate his ability to use its table of contents by identifying on which pages a specific story begins and ends.

SAMPLE ITEM: Read this table of contents. Identify on which pages story #2 begins and ends.

PART III

1.	The Pink Pumpkin...............	Thomas Peen	185
2.	Bumble Bees Frolic..............	Francis Peters	198
3.	The Dragon Kite................	Stephen Hank	203
4.	Why is the Sea Blue............	Nancy P. Williams	211

ANSWER: Story #2 begins on page 198 and ends on page 202.

Objective 257

IOX Acceptability Rating: 1

Reading

Grade Two

Major Category: Study Skills - Use of References

Sub-Category: Parts of a Book

OBJECTIVE: Given a book containing a table of contents, the student will state the types of information it contains.

SAMPLE ITEM: State the types of information found in the table of contents in your reader.

ANSWERS:

1. Titles of stories.
2. Authors of stories.
3. The page number on which each story begins.

Objective 253 | Reading

IOX Acceptability Rating: 2 | Grade 2

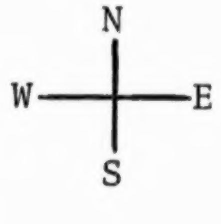
Major Category: Study Skills--Reading Pictorial & Graphic Material

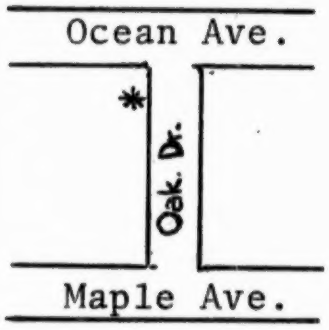
Sub-Category: Maps

OBJECTIVE: Given the assignment of drawing a map of the block and cross streets on which his home is located, the student will organize his layout with a North-South-East-West orientation, mark the position of his house, and name the streets.

SAMPLE ITEM: Draw a map of the block your home is on and the closest cross streets at each end of the block. Use N-S, E-W orientation.

ANSWER: For example:





Objective 259

IOX Acceptability Rating: 1

Reading

Grade 2

Major Category: Study Skills

Sub-Category: Organizing Information -Composing Titles

OBJECTIVE: Given several graded paragraphs and a group of titles, the student will match each paragraph with its appropriate title.

SAMPLE ITEM: Read each paragraph and match it with the appropriate title.

Titles:
A. The Rusty Skates
B. The Surprise Cake
C. The Broken Kite
D. The Water-Clogged Skates
E. An Unsigned Letter

Paragraphs

(1) Jenny wanted to go outside to try her new skates. She went to the window and saw that it was raining. Jenny wanted the rain to stop. She decided to go outside and use her skates anyway. She sat on her porch and carefully put on each skate. Then she stood up and skated down the slippery street. Poor Jenny! She had only gone a few feet when the rain water clogged the wheels of her skates and she fell down. Her clothes were all wet and her skates were ruined.

(2) Jimmy wanted to make a surprise birthday cake for his mother. He got out a cookbook and looked for the section on cakes. Jimmy decided to make a chocolate cake, and followed the directions. The recipe called for one bar of chocolate. Jimmy went to the cupboard. He saw what looked like a chocolate bar. He melted it and put it in the cake. As he was mixing the cake he saw that the batter didn't turn brown. Jimmy had used cocoa butter instead of chocolate.

(3) Tom wanted to write a letter to his friend in New York. He took out a sheet of paper and carefully printed his letter. Tom told his friend about all his adventures at school. Then Tom looked for an envelope. He folded his letter and put it in the envelope and sealed the flap. Suddenly Tom started laughing. He remembered that he had forgotten to sign his name to the letter!

ANSWER: 1. D 2. B 3. E

Objective 260 Reading

IOX Acceptability Rating: 1 Grade Two

Major Category: Study Skills

Sub-Category: Organizing Information - Ordering or Arranging

OBJECTIVE: Given a series of scrambled sentences, the student will arrange them in a sequential order.

SAMPLE ITEM: Arrange the following sentences in sequence by numbering them in the order they should appear.

a. Tom carried the grocery bags into the kitchen.

b. Tom's mother paid the clerk for their groceries.

c. Tom put the canned goods on the cupboard shelf for his mother.

d. He helped his mother select the groceries they needed in the store.

e. Tom drove with his mother to the market.

f. Tom helped his mother put their groceries into the car.

ANSWER:

a. 5
b. 4
c. 2
d. 6
e. 1
f. 3

Objective 261 Reading

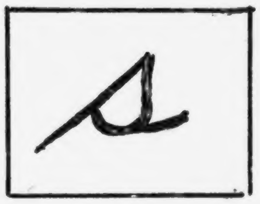
IOX Acceptability Rating: 2 Grade Three

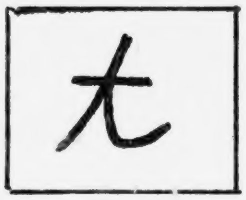
Major Category: Word Recognition - Phonetic Analysis

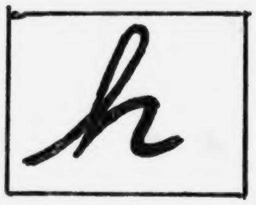
Sub-Category: Visual Discrimination - Letter Forms

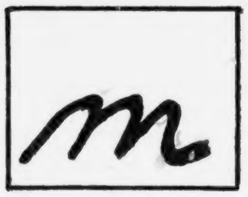
OBJECTIVE: When shown the lower case letters of the alphabet in cursive writing, the student will name each one.

SAMPLE ITEM: Show letters on cards in random and sequential order. Students identify each one.

1. 

2. 

3. 

4. 

ANSWER: Self-evident

Objective 262 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given words containing the initial medial or final f sound the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

face sofa if
five perfume safe
fan after off

ANSWERS: self-evident

Objective 263 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given words containing the soft g sound in the initial, medial or final position, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

gem
George
ginger
original
wager
dowager
fudge
large
rage

ANSWER: self-evident

Objective 264 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given words containing the initial or medial h sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

hello	behind
has	perhaps
hut	ahead

ANSWER: Self-evident

Objective 265 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given words containing the regular s sound in the initial, medial, or final position, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

soap	fasten	this
sell	sister	us
side	eraser	glass

ANSWER: Self-evident

Objective 266
Reading
IOX Acceptability Rating: 2
Grade 3

Major Category: Word Recognition--Phonetic Analysis
Sub-Category: Auditory-Visual Perception--Consonants

OBJECTIVE: Given a list of words containing the initial or final v or f sound, the student will pronounce these words.

SAMPLE ITEM: Pronounce the following words:

vine	have
fat	strife
calf	fine
strive	half

ANSWERS: self-evident

Objective 267 | Reading

IOX Acceptability Rating: 1 | Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonants

OBJECTIVE: Given a consonant sound and a list of words containing that sound in the beginning, middle or end position, the student will state the position of the consonant in each word.

SAMPLE ITEM: State the position of the consonant sound z in these words.

1. zoo
2. sobs
3. squeezing

ANSWERS:
1. beginning
2. end
3. middle

Objective 268 | Reading
IOX Acceptability Rating: 1 | Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory - Visual Perception - Initial Consonant Blends

OBJECTIVE: Given a group of words containing three-letter consonant blends in the initial position, the student will identify the one word in the group beginning with the same blend as a word stated orally.

SAMPLE ITEM: Identify the word which begins with the same consonant blend as

1. spray
    a. spring
    b. strong
    c. shrill
2. three
    a. shriek
    b. try
    c. throat
3. splash
    a. street
    b. splinter
    c. scratch

ANSWERS:
1. a (spray-spring)
2. c (three-throat)
3. b (splash-splinter)

Objective 269

IOX Acceptability Rating: 2

Reading

Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Consonant Digraphs

OBJECTIVE: Given a group of words containing the consonant digraphs ng and ph, the student will identify those digraphs within each word.

SAMPLE ITEM: Identify the consonant digraph ng and ph within these words.

Phyllis
phrase
song
letter
troop

telephone
thing
expert
strength
solve

ANSWER:
Phyllis
phrase
song

telephone
thing
strength

Objective 270 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Long Vowels

OBJECTIVE: Given words containing the long a sound generated by different letter combinations, the student will pronounce each word correctly.

SAMPLE ITEM: Pronounce the following words:

day sail

they eight

fate great

ANSWERS: self-evident

Objective 271 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Long Vowels

OBJECTIVE: Given words containing the long e sound generated by different letter combinations, the student will pronounce each word correctly.

SAMPLE ITEM: Pronounce the following words:

feet ski

heat key

receive brief

ANSWERS: self-evident

Objective 272 Reading

IOX Acceptability Rating: 2 Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long Vowels

OBJECTIVE: Given words containing the long $\bar{i}$ sound generated by different letter combinations, the student will pronounce each word.

SAMPLE ITEM: Pronounce the following words

kite
pie
height
buy
guide
wild
night

Answer: self-evident

Objective 273 Reading

IOX Acceptability Rating: 2 Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Long Vowels

OBJECTIVE: Given a group of words orally which have a common, long vowel sound pattern, the student will identify their like sound.

SAMPLE ITEM: Identify the long vowel sound which all these words have in common.

1. treat geese chief
2. tray weigh paint

ANSWERS:

1. long e
2. long a

Objective 274 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub-Category: Auditory-Visual Perception--Vowel Digraphs

OBJECTIVE: Given words containing the vowel digraph ea, the student will identify that digraph in each one and prounce the words.

SAMPLE ITEM: Identify the vowel digraph ea in the following words and pronounce each one.

1. bean
2. bead
3. team
4. lead
5. lean
6. seam

ANSWER:

1. bean
2. bead
3. team
4. lead
5. lean
6. seam

Pronunciation is self-evident.

Objective 275 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Word Recognition--Phonetic Analysis

Sub Category: Auditory-Visual Perception--Vowel Digraphs

OBJECTIVE: Given a group of one-syllable words having a vowel digraph in the medial position, the student will blend the sound patterns together to pronounce each word correctly.

SAMPLE ITEM: Pronounce the following words:

boat
coat
load
road

chain
mail
wait
rain

beat
leaf
stream
scream

feed
seed
queen
green

ANSWERS: self-evident

Objective 276 | Reading
IOX Acceptability Rating: 1 | Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Diphthongs

OBJECTIVE: Given a group of words orally, one of which contains a vowel diphthong, the student will identify that word.

SAMPLE ITEM: Identify the word containing the vowel diphthong oi.

1. swim
2. does
3. coin

ANSWER: 3. coin

Objective 277

IOX Acceptability Rating: 2

Reading

Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Consonant Variants

OBJECTIVE: Given a set of words containing irregular spellings of the f sound, the student will classify them into the spelling categories of f, ph, and gh.

SAMPLE ITEM: Classify the f sound in the following words by listing them under their proper spelling categories of f, ph, or gh.

found
phone
rough
tough
orphan
form
fact
phrase
cough
enough

Answers:

f	ph	gh
found	phone	rough
form	orphan	tough
fact	phrase	cough
		enough

Objective 278 Reading

IOX Acceptability Rating: 2 Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Variants

OBJECTIVE: Given a set of words containing the ck, qu or c sound of the consonant k, the student will pronounce the words and classify them by spelling categories.

SAMPLE ITEM: Pronounce these words and classify them by spelling categories.

color
chick
brake
quit
queen
keep
lock
cope
cape
duck
key
quill

ANSWERS:

k & c	k & ck	k	k & qu
color	chick	brake	quit
cope	lock	keep	queen
cape	duck	key	quill

Objective 279 Reading

IOX Acceptability Rating: 2 Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Variants

OBJECTIVE: Given a list of words containing the four sounds of ou, the student will pronounce each word.

SAMPLE ITEM: Pronounce the following words

shout
bound
ground
doubt

though
pour
soul
dough

through
group
soup
you

tough
rough
double
young

ANSWER: Self-evident

Objective 280 Reading

IOX Acceptability Rating: 2 Grade Three

Major Category: Word Recognition---Phonetic Analysis

Sub-Category: Auditory-Visual Perception---Variants

OBJECTIVE: Given a set of words containing w used as a consonant, a diphthong and a digraph, the student will pronounce each word.

SAMPLE ITEM: Pronounce the following words

consonant	diphthong	digraph
wagon	how	own
water	crown	grow

ANSWER: Self-evident

Objective 281 Reading

IOX Acceptability Rating: 2 Grade Three

Major Category: Word Recognition - Phonetic Analysis

Sub-Category: Auditory-Visual Perception - Variants

OBJECTIVE: Given a set of words containing the consonant x with the sound of ks or gz, the student will pronounce each word and state which sound combination of x is heard in each one.

SAMPLE ITEM: Pronounce the following words and state the sound combination of x that is heard in each one.

1. fox
2. exist
3. explain
4. exercise
5. example
6. flax

ANSWERS:
1. ks
2. gz
3. ks
4. gz
5. gz
6. ks

Objective 282 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Word Recognition-Structural Analysis

Sub-Category: Compound Words

OBJECTIVE: The student will identify the component parts of a compound word.

SAMPLE ITEM: State the parts of these compound words:

1. airport
2. baseball
3. streetcar

ANSWER:

1. air port
2. base ball
3. street car

Objective 283 Reading

IOX Acceptability Rating: 1 Grade Three

Major Category: Word Recognition - Structural Analysis

Sub-Categoyr: Combination Words - Compound Words

OBJECTIVE: Given a list of familiar words and a set of incomplete sentences, the student will form compound words from the list to complete the sentences.

SAMPLE ITEM: Select two words from the list to form each compound word for these sentences.

fire
case
door
book
yard
place
barn
knob

1. John put logs in the living room___________.
2. The dog chased the cows into the __________.
3. Please turn the ________ to open the door.
4. He could not find the dictionary in the _________.

ANSWERS:
1. fireplace
2. barnyard
3. doorknob
4. bookcase

Objective 284 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Word Recognition-Structural Analysis

Sub-Category: Contractions

OBJECTIVES: Given a list of contractions, the student will pronounce each of the contractions and state the two base words from which it was built.

SAMPLE ITEM: Pronounce each contraction and state the two base words from which it was built.

1. let's
2. we've
3. you'll
4. they're
5. that's
6. don't

ANSWER:

1. let us
2. we have
3. you will
4. they are
5. that is
6. do not

Objective 285 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Word Recognition--Structural Analysis

Sub-Category: Suffixes

OBJECTIVE: Given a group of words containing a specific variety of suffixes, the student will find the suffix in each word. The suffixes to be included are: dom, hood, ion, ible, ist, ling, some.

SAMPLE ITEM: Circle the suffixes in the following words:

kingdom
action
permissible
yearling

troublesome
neighborhood
specialist

ANSWER:

kingdom
action
permissible
yearling

troublesome
neighborhood
specialist

Objective 286 Reading

IOX Acceptability Rating: 1 Grade Three

Major Category: Word Recognition---Structural Analysis

Sub-Category: Suffixes

OBJECTIVE: Given sentences missing one word, and three suffixes with a set of words, the student will construct a new word from them to complete each sentence.

SAMPLE ITEM: Form a new word from the following suffixes and words which completes each sentence.

suffixes	words	
ly	fear	comfort
less	sure	excuse
able	quiet	penny

1. The _______boy caught the snake.
2. The children play ________ when the baby is asleep.
3. I like to sit in a ________chair.

ANSWERS: 1. fearless

2. quietly

3. comfortable

Objective 287 Reading

IOX Acceptability Rating: 1 Grade Three

Major Category: Word Recognition - Structural Analysis

Sub Category: Prefixes

OBJECTIVE: Given a group of sentences, each containing an underlined segment, the student will substitute one familiar word with a prefix for the underlined part of the sentence.

SAMPLE ITEM: Substitute a word containing a prefix for the underlined part in each sentence.

1. John does not care for spinach.
2. The girl is not courteous to her friend.

ANSWER:
1. dislikes
2. impolite

Objective 288 Reading

IOX Acceptability Rating: 1 Grade Three

Major Category: Word Recognition---Structural Analysis

Sub-Category: Prefixes

OBJECTIVE: Given a list of prefixes and a set of prefix word definitions, the student will supply the prefix word having the same meaning as each definition by using the prefixes listed.

SAMPLE ITEM: Use the following prefixes to supply the prefix word for each definition.

over re mis non

1. cooked too much________________
2. to spell incorrectly ________
3. eat too much ______________
4. to print again ______________
5. without sense ______________

ANSWERS:

1. overcooked
2. misspell
3. overeat
4. reprint
5. nonsense

Objective 289 Reading
IOX Acceptability Rating: 1 Grade Three
Major Category: Word Recognition---Structural Analysis
Sub-Category: Possessives

OBJECTIVE: Given phrases containing variant possessive forms, the student will identify their correct possessive endings.

SAMPLE ITEM: Identify the possessive endings in the following phrases by rewriting them in possessive form.

1. the desk of his father
2. the legs of the table
3. the houses of the people
4. the shoes of the girl

ANSWERS:
1. father's desk
2. table's legs
3. people's houses
4. girl's shoes

Objective 290 Reading

IOX Acceptability Rating: 1 Grade Three

Major Category: Word Recognition - Structural Analysis

Sub-Category: Syllabication

OBJECTIVE: Given a set of two syllable words, the student will identify the words with first syllable accents.

SAMPLE ITEM: Identify the words having first syllable accents.

1. carrot
2. excite
3. sleepy
4. lantern
5. handle
6. window
7. unlike
8. practice

ANSWERS: 1,3,4,5,6,8

Objective 291

IOX Acceptability Rating: 1

Reading

Grade Three

Major Category: Word Recognition - Structural Analysis

Sub-Category: Root Words

OBJECTIVE: Given a list of words, each containing at least one prefix and suffix, the student will identify the root word.

SAMPLE ITEM: Identify the root word of each word below.

1. incompletely
2. disorderly
3. nonpoisonous
4. dislocated
5. unbelievedly
6. nonfattening

ANSWERS:

1. complete
2. order
3. poison
4. locate
5. believe
6. fatten

Objective 292 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Word Recognition--Structural Analysis

Sub-Category: Word Patterns

OBJECTIVE: Given a set of words with the same final word pattern, but of variant pronunciations, the student will categorize the words having the same final pronunciation into groups.

SAMPLE ITEM: Categorize the words with the same final pronunciation into groups.

bread
plead
bead

thread
dead
head

ANSWER:

bread
thread
dead
head

bead
plead

Objective 293

IOX Acceptability Rating: 2

Reading

Grade 3

Major Category: Word Recognition-Context

Sub-Category: Unfamiliar Words

OBJECTIVE: Given a sentence containing an unfamiliar, underlined word, the student will identify the meaning of the word as used in the sentence.

SAMPLE ITEM: Identify the meaning of the underlined word in each sentence:

1. Thank you for the lovely party.
2. Don't splash in the water.
3. I want to show you my new toy.

ANSWERS:

1. Showing appreciation
2. Don't throw the water around.
3. Let you see, look at.

Objective 294 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Word Recognition-Context

Sub-Category: Unfamiliar Word

OBJECTIVE: Given a sentence missing a word, the student will use its context to determine the omitted word.

SAMPLE ITEM: Determine the missing word of these sentences:

1. The colors in the American _____ are red, white and blue.
2. There are ____ fingers on my hand.
3. Men who fly space capsules are called ________.

ANSWER:

1. flag
2. five
3. astronauts, spacemen

Objective 295

IOX Acceptability Rating: 1

Reading

Grade 3

Major Category: Comprehension-Literal

Sub-Category: Locating Specific Information

OBJECTIVE: Given a paragraph, the student will locate the sentence which answers a specific question.

SAMPLE ITEM: Locate the sentence which tell where Mary rode the merry-go-round.

1. Yesterday, Mary went to the circus.
2. She had lunch before she went.
3. She rode the merry-go-round and a kiddie-car.

ANSWER: 1

Objective 296 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Comprehension - Literal

Sub-Category: Reading for Details

OBJECTIVE: After reading a given story, the student will locate the sentence which answers any question on its content.

SAMPLE ITEM: Read the story "The Surprise Cake" from *Enchanted Gates* by Albert Harris. Locate the sentence in the story which answers each of these questions.

1. What kind of cake did Chet say he would make?
2. How much sugar did Chet put in the cake?
3. What did Chet put in the cake for sugar?

ANSWER:

1. I'll make a yellow cake.
2. He put one cup of it into the bowl.
3. "I know now!" Chet cried, "That's salt. It's not sugar."

Objective 297
IOX Acceptability Rating: 1

Reading
Grade 3

Major Category: Comprehension--Literal
Sub-Category: Reading For Details

OBJECTIVE: Given a reading selection and a list of incomplete sentences based upon it, the student will complete each sentence by filling in the appropriate detail from the selection.

SAMPLE ITEM: Read this selection. Fill in the details from the selection to complete the sentences below.

The brown dog walked down the street. Suddenly, he spied a furry cat sitting on a nearby lawn. The dog gave chase. They both went racing down the street like lightening. The furry cat finally reached a large elm tree. He climbed up the tree where the brown dog couldn't follow. The dog sat at the bottom of the tree, defeated by the clever cat.

1. The _____ chased a furry cat down the street.
2. They ran as fast as _____.
3. The cat climbed up a large _____.

ANSWER:
1. brown dog, dog
2. lightening
3. elm tree, tree

Objective 298

IOX Acceptability Rating: 1

Reading

Grade 3

Major Category: Comprehension--Literal

Sub-Category: Main Idea

OBJECTIVE: Given a short paragraph, the student will compose a title appropriate to its content.

SAMPLE ITEM: Compose a title for each of these paragraphs:

1. The girl needed a roommate for her apartment. She placed two ads in the daily paper. Then she put notices on several public bulletin boards advertising for a roommate.

2. The orange cat was striped with white markings. He loved to chase flies and eat crawling bugs. This cat wore a black leather collar with a name tag in case he strayed and got lost.

ANSWER:

1. Roommate Wanted
   Looking for a Roomate
2. The Orange and White Cat
   The Striped Cat

Objective 299 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Comprehension - Literal

Sub-Category: Main Idea

OBJECTIVE: After reading a paragraph, the student will write a statement giving its main idea.

SAMPLE ITEM: Read this paragraph. Write a sentence stating its main idea.

Little Chu wanted to go to the village of Manko. The village of Manko was 3 miles away. Little Chu's father was going to walk there, pushing his wheelbarrow full of fruits and vegetables. The wheelbarrow stood in the yard, all loaded with vegetables. Little Chu walked around the wheelbarrow. Was there any space for a small boy to squeeze into? There was! Little Chu crawled in among the cabbages and covered himself with some carrots.

ANSWER: Any sentence containing the following main idea is appropriate.

Little Chu wants to go to the village and sneaks onto his fathers wheelbarrow.

Objective 300 Reading

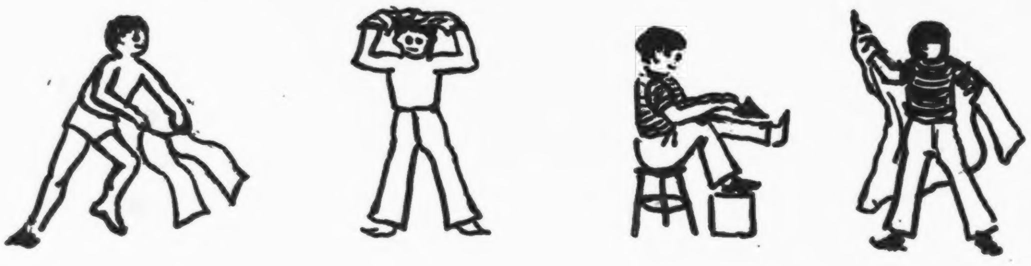
IOX Acceptability Rating: 1 Grade 3

Major Category: Comprehension--Literal

Sub Category: Main Idea

OBJECTIVE:	Given a series of pictures telling a story, the student will state the main idea of the story in his own words.

SAMPLE ITEM: State the main idea of the story shown in this series of pictures.



ANSWERS:	The boy is getting dressed. The boy is putting on his clothes.

Objective 301 • Reading

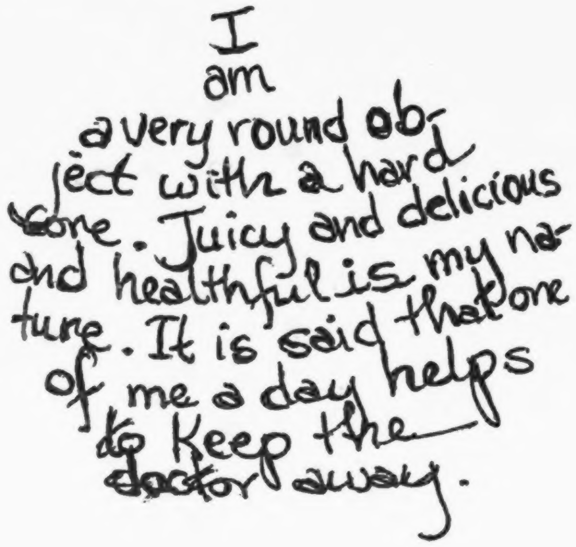
IOX Acceptability Rating: 3 Grade Three

Major Category: Comprehension - Literal

Sub-Category: Finding the Main Idea

OBJECTIVE: Given a paragraph laid out in the configuration of its content, the student will identify its subject matter.

SAMPLE ITEM: State the subject of this configuration and its content.



I
am
a very round ob-
ject with a hard
core. Juicy and delicious
and healthful is my na-
ture. It is said that one
of me a day helps
to keep the
doctor away.

ANSWER: an apple

Objective 302 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Comprehension--Interpretation

Sub-Category: Recognizing Emotional Attitudes

OBJECTIVE: Given a short story, the student will locate and list the words which identify the main characters' feelings.

SAMPLE ITEM: Read this story. Locate and list the words which identify the main characters' feelings.

Betty Jackson and John King were both in Miss Grant's class, and their birthdays came on the same day. When Betty's birthday came, her cousin Sally sent her a pen and pencil set. Betty was very much pleased with it, and the next day she took the pencil to school. When she came into the classroom she saw John showing some other children a pen and pencil set which he had received for his birthday. It was exactly like the one Betty had.

"I won't show him my pencil now," thought Betty. "I'll bring the pen to school this afternoon and show him the set. Won't he be surprised that we have sets just alike!"

During the morning John had some writing to do. He couldn't find his new pencil. He felt in all his pockets and looked in his desk, but no pencil. Suddenly, he noticed the pencil that Betty was drawing with.

"That's my pencil, Betty," said John. He held his pen beside it. "See, they match exactly."

"I know," said Betty. "I got a set just like yours for my birthday."

"Then where's the pen?" asked John.

"It's at home," Betty replied.

"I don't believe it," said John. "That's my pencil."

Betty realized that John thought she had stolen his pencil. She was all ready to cry. But by this time Miss Grant had heard what was going on.

"Now, just a minute, John," said Miss Grant. "You mustn't be in such a hurry to accuse anyone of being a thief. I've never known Betty to tell anything that wasn't true or to touch anything that didn't belong to her. Let's all look around and see whether we can find John's pencil."

At last Ann cried, "Here it is on the floor under John's desk."

When John had his pencil back, he turned to Betty and said, "I'm sorry I accused you of taking it."

ANSWER: pleased, surprised. cry, cried, sorry, stupid

Objective 303

IOX Acceptability Rating: 2

Reading

Grade 3

Major Category: Comprehension-Interpretation

Sub-Category: Interpreting Story Facts

OBJECTIVE: After reading several fables, the student will write a paragraph describing the characteristics of fables.

SAMPLE ITEM: Select appropriate fables for student's ability.

e.g., those by Aesop:

"The Fox and the Grapes"
"The Lion and the Mouse"

ANSWER: Paragraph should include:

1. fables tell a moral
2. characters are usually animals
3. any other logical response

Objective 304 Reading

IOX Acceptability Rating: 2 Grade 3

Major Category: Comprehension--Interpretation

Sub-Category: Inferences From Facts

OBJECTIVE: Given a paragraph describing an event, the student will state which of its sentences infers the results of that event.

SAMPLE ITEM: State which sentence(s) in these paragraphs infers the results of the underlined event.

A. (1) Joe received the wish he made at his birthday party. (2) He earned all "A's" on his report card. (3) His parents are very proud of him.

B. (1) The strong wind blew a tree down. (2) It was blowing hard when I walked to school. (3) It blew some cinders into my eyes.

ANSWER: A. 2

B. 1, 3

Objective 305

IOX Acceptability Rating: 1

Reading

Grade 3

Major Category: Comprehension--Interpretation

Sub-Category: Sensory Images

OBJECTIVE: Given several paragraphs depicting emotional situations, and a list of emotions, the student will identify the emotion depicted by each paragraph.

SAMPLE ITEM: Identify the emotion depicted by each of these paragraphs.

PARAGRAPHS

1. It was very kind of you to help me in this way. I would have thrown that old coat away, but your mending makes it like new.
2. Bill hung his head. He now realized it was cruel to whip his dog.
3. That's the funniest joke I've heard for a long time! Do tell me another one!

EMOTIONS

a. affectionate
b. ashamed
c. disappointed
d. grateful
e. hateful
f. lonely
g. jolly

ANSWER: 1. d

2. b

3. g

Objective 306 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Comprehension--Critical

Sub-Category: Distinguishing Fact and Opinion

OBJECTIVE: Given a reading selection, the student will identify which paragraphs contain fact and which contain opinion.

SAMPLE ITEM: Read this selection. Identify which paragraphs contain opinion and which contain fact.

(1) Far out on the sandy plains stands a huge rock. Some people call it Shiprock, because they imagine that it looks like a big ship.

(2) On a bright day, the sunlight makes the sandy plain look like a big lake with a rocky shore.

(3) The Indians who live near Shiprock call it the Winged Rock, and they tell this story of how the rock came to be there.

(4) These Indians say that long ago one of their chiefs and his people were in great danger. They were being chased by unfriendly Indians. At last they stopped on some rocky ground to rest. The unfriendly Indians came closer and closer.

(5) Suddenly, the rocky ground on which they were standing began to rise. Higher and higher it went, until the chief and his people were standing on top of a high rock.

(6) The sides of the rock were so straight that the other Indians could not climb up. Wings appeared on the rock and it sailed away with the chief and his people.

(7) The next day, the winged rock came to rest on the sandy plain. The chief and his people built new homes at the foot of the rock.

(8) If anyone says he doesn't believe it, the Indians point to the Winged Rock and say, "There stands the rock to show that our story is true."

ANSWER: Fact: 1, 3, 4, 8

Opinion: 2, 5, 6, 7

Objective 307 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Comprehension - Vocabulary

Sub-Category: Interpreting Figurative Language

OBJECTIVE: Given a passage containing a hyperbole, the student will identify the hyperbole.

SAMPLE ITEM:	Identify the hyperbole in this passage. "Would you go to a movie if your parents let you?" "I'd jump at the chance!"
ANSWER:	"I'd jump at the chance!"

Objective 308

IOX Acceptability Rating: 1

Reading

Grade Three

Major Category: Comprehension - Vocabulary

Sub-Category: Interpreting Figurative Language

OBJECTIVE: Given a group of sentences, several of which contain personification, the student will identify the sentences of that figurative style.

SAMPLE ITEM: Identify the sentences which contain personification.

1. The evening light was dancing across the room.
2. Fish jumped from the silver lake onto the banks.
3. Water scurried from the melting snow down the mountainside.
4. Birds chattered melodies in the forest.
5. Warm air swept over the blue sea.

ANSWERS: 1, 3, 4

Objective 309 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Comprehension--Vocabulary

Sub-Category: Interpreting Figurative Language

OBJECTIVE: Given passages containing similes, the student will identify each one.

SAMPLE ITEM: Identify the similes in these passages:

1. Louise is a lovely, young lady. She has large brown eyes. Her lips are like a ribbon of scarlet.
2. The students are as hungry as horses. Soon the noon bell will ring, and they will run off to lunch.

ANSWER:

1. lips are like a ribbon of scarlet
2. students are as hungry as horses

Objective 310 Reading

IOX Acceptability Rating: 1 Grade Three

Major Category: Comprehension - Vocabulary & Word Meaning

Sub-Category: Selecting Correct Definition

OBJECTIVE: Given a series of words, the student will identify the set of homonyms contained therein.

SAMPLE ITEM: Underline the sets of homonyms within the following groups of words.

1. there, this, thereafter, that, their, therefore
2. our, own, hour, horn
3. read, reading, ready, red

ANSWERS

1. there, their
2. our, hour
3. read, red

Objective 311 Reading

IOX Acceptability Rating: 1 Grade 3

Major Category: Study Skills

Sub-Category: Alphabetizing

OBJECTIVE: Given a set of scrambled letters from a segment of the alphabet, the student will arrange them in alphabetical order.

SAMPLE ITEM: Arrange these letters in alphabetical order:

1. w u t z y v x
2. g l n p o m s r
3. f i j d a c g h b k e

ANSWER:

1. t u v w x y z
2. l m n o p q r s
3. a b c d e f g h i j k

Objective 312 Reading

IOX Acceptability Rating: 1 Grade Three

Major Category: Study Skills

Sub-Category: Alphabetizing

OBJECTIVE: Given a group of words with a variety of initial letters, the student will arrange them in alphabetical order

SAMPLE ITEM: Arrange these words in alphabetical order.

squirrel
amaze
elephant
battle
mouse
cheese
tooth
froze
zoo

ANSWERS:

amaze
battle
cheese
elephant
froze
mouse
squirrel
tooth
zoo

Objective 313

IOX Acceptability Rating: 2

Reading

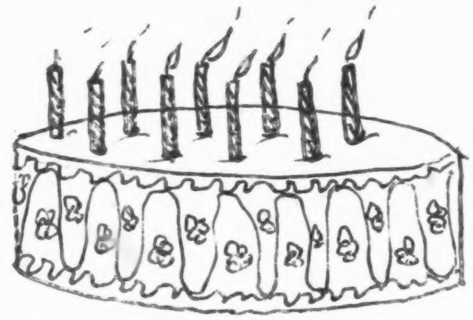
Grade 3

Major Category: Study Skills

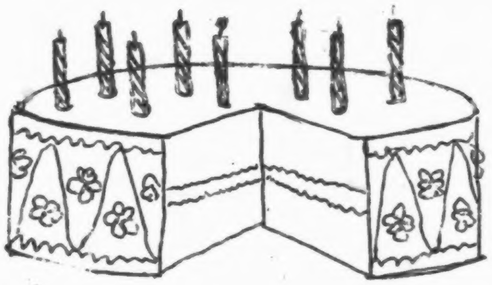
Sub-Category: Organizing Information - Ordering & Arranging

OBJECTIVE: Given a set of scrambled visual material, the student will arrange the material in sequential order.

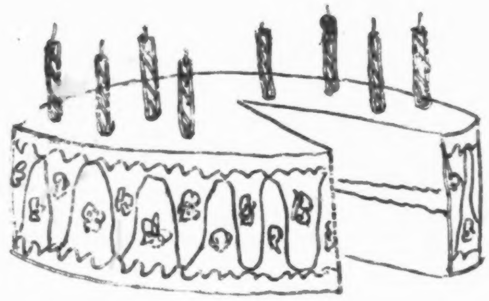
SAMPLE ITEM: Arrange these pictures in sequential order.



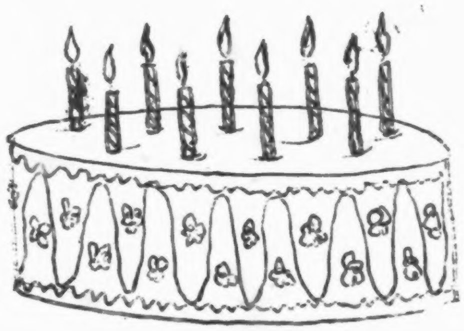
1.



2.



3.



4.

ANSWER: 4, 1, 3, 2

PROBE Guiding Committee

Marvin C. Alkin — Director, Center for the Study of Evaluation; Associate Professor, Graduate School of Education, UCLA.

Eva L. Baker — Assistant Professor, Graduate School of Education, UCLA.

Madeline Hunter — Principal, University Elementary School, UCLA.

Ronald G. McIntire — Executive Officer, Project for Research on Objective Based Evaluation (PROBE).

W. James Popham — Associate Professor, Graduate School of Education, UCLA.

Rodney W. Skager — Associate Professor, Graduate School of Education, UCLA.

INSTRUCTIONAL OBJECTIVES EXCHANGE

A Project of the Center
for the Study of Evaluation

UCLA Graduate School of Education
Los Angeles, California